



# The Winchester School

## Year 8- Family Learning Newsletter –February - 2026

SUBJECT	FOCUS	ACTIVITIES	WEBSITES
ENGLISH	<p><b>Topic: The Tempest-Theme Analysis</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>❖ To analyse key themes in The Tempest.</li></ul>	<p><b>Activities: Encourage your child to</b></p> <ul style="list-style-type: none"><li>❖ Review the major themes in <i>The Tempest</i>, such as power, forgiveness, freedom, and revenge. Ask your child to choose one theme that stands out to them the most.</li><li>❖ Look through magazines or printed images to find pictures that represent the theme they chose.</li><li>❖ Arrange the gathered pictures and glue them onto their paper to create a visual collage that represents their chosen theme from <i>The Tempest</i>.</li><li>❖ Explain the images they chose after making the collage and how each one represents the theme. Discuss how these visual representations connect to the characters and events in <i>The Tempest</i>.</li><li>❖ In presenting their analysis in the form of a SWAY presentation or video.</li></ul>	<p><a href="https://www.litcharts.com/lit/the-tempest/themes">https://www.litcharts.com/lit/the-tempest/themes</a></p>
MATHS	<p><b>Topic: Fractions and decimals and percentage</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>❖ Solve worded problems on fractions and decimals using 4 operations.</li></ul>	<p><b>Activities: Encourage your child to</b></p> <ul style="list-style-type: none"><li>❖ To estimate the cost of items in their grocery cart during their visit to a grocery &amp; share their experience.</li><li>❖ Challenge your child to estimate the total amount as close to the actual cost.</li></ul> <p><b>Examples:</b></p>	<p><a href="#">Percentages - KS3 Maths - BBC Bitesize</a></p>



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	<ul style="list-style-type: none"> <li>❖ Convert fractions to decimals to percentage.</li> <li>❖ Apply the knowledge in solving word problems</li> </ul>	<ul style="list-style-type: none"> <li>❖ Encourage your child to use his/her own understanding of place value to round decimal numbers.</li> <li>❖ Also, to use decimal numbers in the context of measures and money.</li> <li>❖ Work with your child and encourage her/him to investigate and explore the properties of decimal numbers and gain a better understanding of them. With your child, explore Technology (Food): Diet and Health Options (Nutritional Analysis).</li> <li>❖ Geography: "Should People Be Allowed to Destroy the Rain Forest (Area, % loss).</li> <li>❖ Science: Acid Reactions (Decimals &amp; %)</li> </ul>	<p><a href="#">Fractions, Decimals and Percentages Practice Questions – Corbettmaths</a></p> <p><a href="#">Fractions, Decimals and Percentages</a></p>
<p>SCIENCE</p>	<p><b>Topic: Acids &amp; Alkali</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>❖ Describe the applications of acids.</li> <li>❖ Evaluate the hazards that acids pose to an individual and their surroundings.</li> <li>❖ Identify and describe the real-life applications of alkalis.</li> <li>❖ Evaluate the hazards posed by a number of alkalis and list some of the safety measures.</li> <li>❖ Exemplify an indicator and describe why indicators are useful.</li> </ul>	<p><b>Activities: Encourage your child to</b></p> <ul style="list-style-type: none"> <li>❖ Create an interactive page on some real-life examples of acids and alkalis</li> <li>❖ Create a newsletter on the hazards of acids to the surroundings.</li> <li>❖ Prepare a report on the accidents caused by the use of acids and alkalis and suggest the preventive measures.</li> <li>❖ Create a poster on the uses of different indicators.</li> <li>❖ Plan an experiment to explain a chemical change using an indicator.</li> <li>❖ Create a pH scale and determine the pH of various substances and present it in a form of report.</li> </ul>	<p><a href="http://www.scienceclarified.com/everyday/Real-Life-Chemistry-Vol-2/Acids-and-Bases-Real-life-applications.html">http://www.scienceclarified.com/everyday/Real-Life-Chemistry-Vol-2/Acids-and-Bases-Real-life-applications.html</a></p> <p><a href="http://acids-vs-bases.weebly.com/examples-in-everyday-life.html">http://acids-vs-bases.weebly.com/examples-in-everyday-life.html</a></p> <p><a href="https://www.acs.org/content/dam/acsorg/about/governance/committees/chemicalsafety/publications/identifying-and-evaluating-hazards-in-research-laboratories.pdf">https://www.acs.org/content/dam/acsorg/about/governance/committees/chemicalsafety/publications/identifying-and-evaluating-hazards-in-research-laboratories.pdf</a></p>



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	<ul style="list-style-type: none"><li>❖ Explain the use of indicator in analysing the data generated in an experiment.</li><li>❖ Compare and contrast the effectiveness of a universal indicator over different indicators.</li><li>❖ Interpret measurements of pH made using universal indicator.</li><li>❖ Predict the reactants and salts made in different neutralisation reactions.</li><li>❖ Describe indigestion remedies and the way that they work.</li></ul>	<ul style="list-style-type: none"><li>❖ Use a virtual laboratory to understand the process of neutralisation.</li><li>❖ Create an interactive page on the applications of neutralisation process.</li></ul>	<p><a href="http://www.middleschoolchemistry.com/lessonplans/chapter6/lesson8">http://www.middleschoolchemistry.com/lessonplans/chapter6/lesson8</a></p> <p><a href="https://www.education.com/science-fair/article/chemical-indicators/">https://www.education.com/science-fair/article/chemical-indicators/</a></p>
ARABIC (Arabs)	<p><b>Topic:</b> - قصة قصيرة إن غدا لناظره قريب - المفاعيل الخمسة - قصيدة حكم ومواعظ</p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"><li>1- يفسر المفردات الجديدة في الأبيات</li><li>2- يشرح المعنى الإجمالي للأبيات</li><li>3- يستخرج الصور الجمالية في الأبيات</li><li>4- يبدي رأيه في مضمون الأبيات</li><li>5- أن يحلل القصة تحليلاً لغوياً</li><li>6- أن يحلل القصة تحليلاً فنياً</li></ol>	<p><b>Activities: Encourage your child to:</b></p> <ol style="list-style-type: none"><li>1- يوظف مفردات الأبيات في سياقات لغوية جديدة</li><li>2- يحدد الفكرة العامة للأبيات والأفكار الفرعية</li><li>3- يستنتج الصور الفنية والبديعية في الأبيات</li><li>4- يوضح العناصر الفنية للقصة</li><li>5- يبين الفكرة العامة والأفكار الفرعية للقصة</li><li>6- يوظف المفاعيل الخمسة في كتاباته</li><li>7- يعين المفاعيل الخمسة في النصوص المختلفة</li></ol>	<p><a href="https://seraj-uae.com/file/534/">https://seraj-uae.com/file/534/</a></p> <p><a href="https://seraj-uae.com/file/399/">https://seraj-uae.com/file/399/</a></p> <p><a href="https://www.youtube.com/watch?v=ps2jMkKBwm4">https://www.youtube.com/watch?v=ps2jMkKBwm4</a></p>



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	يعرب الأسماء المفاعيل الخمسة إعرابًا تامًا -7		
ISLAMIC STUDIES  (Arabs)	<p><b>Topic:</b> الإمام أبو حنيفة النعمان</p> <p>الاعتدال في الإنفاق</p> <p><b>Learning Objectives:</b></p> <p>1. ألخص جوانب من سيرة الإمام أبي حنيفة-1</p> <p>2. أستنتج الدروس والعبر المستفادة من سيرة-2 الإمام أبي حنيفة.</p> <p>1. أن يُبين المتعلم حكم الإسراف في الإسراف</p> <p>2. يشرح موقف الإسلام من الإسراف. ويُعدد صورًا مختلفة للإسراف</p> <p>3. يوضح النتائج المترتبة على الإسراف بالنسبة للفرد والمجتمع</p> <p>4. يُدلل على تحريم الإسراف من القرآن والسنة، وعقوبة المسرفين</p> <p>5. يُقدم حلولاً لمعالجة آفة الإسراف والتفاخر والتكبر.</p> <p>6. أن يستنتج المتعلم أثر الإسراف على الفرد والمجتمع</p>	<p><b>Activities:</b> Encourage your child to</p> <p>كيف استطاع أبو حنيفة أن يوفق بين عمله في التجارة وطلبه للعلم. الكتاب ص39</p> <p>كان الإمام أبو حنيفة بارًا بوالدته برًا جميلاً. وضح ذلك. ثم اذكر موقفًا يدل على ذلك البر. الكتاب ص39</p> <p>مستخدمًا التفكير النقدي ابحث عن قصة إنفاق الإمام أبي حنيفة على تلميذه أبي يوسف. ثم قم بتلخيصها وكتابتها ثم عرضها على زملائك. وماذا نتعلم منها؟</p> <p>كان الإمام أبو حنيفة محسنًا للجار وله موقف عظيم في ذلك. وضح ماذا فعل مع أحد جيرانه وأثر ذلك الفعل؟ الكتاب ص 39-40</p> <p>قال رسول الله ﷺ: "كلوا واشربوا والبسوا وتصدقوا في غير إسراف ولا مخيلة"</p> <p>اشرح الحديث وما يرشد إليه. ورقة معلوماتية</p> <p>قال تعالى: "والذين إذا أنفقوا لم يسرفوا ولم يقتروا وكان بين ذلك قوامًا" الفرقان 67 ما تفسير الآية السابقة؟ وكيف نستدل بها على tafsir.app الاعتدال في الإنفاق. التفسير الميسر</p>	<p><a href="https://ar.wikipedia.org/wiki">https://ar.wikipedia.org/wiki</a></p> <p><a href="https://dorar.net/hadith">https://dorar.net/hadith</a></p> <p><a href="https://islamqa.info/ar">https://islamqa.info/ar</a></p> <p><a href="https://www.marefa.org/%D8%A3%D8%A8%D9%88_%D8%AD%D9%86%D9%8A%D9%81%D8%A9_%D8%A7%D9%84%D9%86%D8%B9%D9%85%D8%A7%D9%86">https://www.marefa.org/%D8%A3%D8%A8%D9%88_%D8%AD%D9%86%D9%8A%D9%81%D8%A9_%D8%A7%D9%84%D9%86%D8%B9%D9%85%D8%A7%D9%86</a></p> <p><a href="https://ar.wikipedia.org/wiki/%D8%A3%D8%A8%D9%88_%D8%AD%D9%86%D9%8A%D9%81%D8%A9_%D8%A7%D9%84%D9%86%D8%B9%D9%85%D8%A7%D9%86">https://ar.wikipedia.org/wiki/%D8%A3%D8%A8%D9%88_%D8%AD%D9%86%D9%8A%D9%81%D8%A9_%D8%A7%D9%84%D9%86%D8%B9%D9%85%D8%A7%D9%86</a></p> <p><a href="https://surahquran.com/Tajweed/meem-sakenah.html">https://surahquran.com/Tajweed/meem-sakenah.html</a></p>



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		مستخدمًا التفكير النقدي، عبّر عن السلوكيات المتبعة في التخلص من الطعام الزائد. وما السلوك الصحيح لذلك. ورقة معلوماتية	
ARABIC (Non- Arabs)	<p><b>Topic:</b> النظافة الشخصية والمسئولية المجتمعية</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>• يعرف الطالب مفهوم النظافة</li><li>• يصف الطالب نظافته اليومية</li><li>• يوضح الطالب أهمية النظافة</li><li>• يكتب الطالب نصًا وصفيًا قصيرًا</li><li>• يقدم الطالب نصائح عن النظافة</li><li>• يصف الطالب الشخص النظيف</li><li>• يقارن الطالب بين السلوكيات</li><li>• يكتب الطالب رسالة قصيرة</li><li>• يصف الطالب نظافة المدرسة</li><li>• يبدي الطالب رأيه في النظافة</li></ul>	<p><b>Activities: Encourage your child to:</b></p> <p>عرّف النظافة بكلماتك - اذكر أنواع النظافة - شاهد الصور ثم ضع كل صورة في المكان الصحيح - ميّز بين السلوك النظيف والسلوك غير النظيف - اختر الكلمات التي تدل على النظافة - رتب خطوات النظافة اليومية بالترتيب الصحيح - اكتب روتين نظافتك اليومي في 3 جمل - اذكر الأدوات التي تستخدمها للنظافة - اشرح لماذا النظافة مهمة لصحتك - اربط بين النظافة والوقاية من الأمراض بمثال واحد - اكتب نصًا وصفيًا قصيرًا عن نظافتك في البيت - اكتب نصًا وصفيًا قصيرًا عن نظافتك في المدرسة - أكمل النص بكلمات مناسبة - صف الشخص النظيف في 4 صفات - اكتب سلوكيات الشخص النظيف داخل الصف - قارن بين طالب نظيف وطالب مهمل بجملتين - اكتب جمل مقارنة بين سلوك صحيح وسلوك خاطئ - قدّم نصيحتين عن النظافة باستخدام "أنصحك أن..." - صمّم بطاقة نصيحة قصيرة عن النظافة - اقرأ نصيحتك أمام زملائك بصوت واضح - اكتب رسالة قصيرة لصديقك تنصحه فيها بالنظافة - اكتب رسالة قصيرة لأسرتك عن نظافة البيت - قم بجولة في المدرسة ولاحظ الأماكن النظيفة - صف نظافة المدرسة بجمل قصيرة - شارك في ترتيب الفصل والمحافظة على نظافته - ضع النفايات في المكان الصحيح دائمًا - عبّر عن رأيك في النظافة واذكر سببًا واحدًا - ضع هدفًا أسبوعيًا للنظافة ثم تابع تنفيذك له</p>	



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<p>ISLAMIC STUDIES (Non- Arabs)</p>	<p><b>Topic: Glad Tidings for those who pray- Thinking in Islam</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>❖ To elucidate the significance of praying.</li><li>❖ To analyze the effects of praying on an individual.</li><li>❖ To explicate the importance of creative thinking.</li><li>❖ To analyze the consequences of not having creative thinking on a society.</li></ul>	<p><b>Activities: Encourage your child to</b></p> <ul style="list-style-type: none"><li>❖ Create a two-column chart. In the first column, they list positive effects of observing prayers regularly (e.g., punctuality, patience, closeness to Allah, moral behaviour). In the second column, they write possible consequences of neglecting prayer.</li><li>❖ Write a short paragraph explaining why creative thinking is important in personal growth, learning, and problem-solving. After writing, they create a simple illustration, mind map, or concept sketch that visually represents how creative thinking leads to innovation, flexibility, and progress. Students conclude by explaining how their illustration connects to their written reflection.</li></ul>	<p><a href="https://www.sahlah.net/blog/what-is-the-importance-of-salah-prayer-in-islam-quran-and-hadith">https://www.sahlah.net/blog/what-is-the-importance-of-salah-prayer-in-islam-quran-and-hadith</a></p> <p><a href="https://www.theknowledgeacademy.com/blog/what-is-creative-thinking/">https://www.theknowledgeacademy.com/blog/what-is-creative-thinking/</a></p>
<p>UAE Social Studies</p>	<p><b>Topic: الاستشعار عن بعد ونظم تحديد المواقع</b></p> <p><b>Learning Objectives:</b></p> <p>يوضح طرق التقاط صور الاستشعار عن بعد الرقمية.</p>	<p><b>Activities: Encourage your child to</b></p>	<p><a href="https://www.youtube.com/watch?v=K7ZwE-7Qhgo&amp;list=PLhvHGWDMvdoQXBy9RAGGszUhdX-5Ady97">https://www.youtube.com/watch?v=K7ZwE-7Qhgo&amp;list=PLhvHGWDMvdoQXBy9RAGGszUhdX-5Ady97</a></p> <p><a href="https://www.youtube.com/watch?v=xHZZ3jcSVPo">https://www.youtube.com/watch?v=xHZZ3jcSVPo</a></p>



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يناقش أهمية الاستشعار عن بعد واستخداماته.  
يطبق مهارة تفسير صورة الاستشعار عن بعد.  
يقدر أهمية الاستثمار في العلوم والتكنولوجيا  
والأبحاث في تنمية اقتصاد دولة الإمارات العربية  
المتحدة.  
يعتز بجهود دولة الإمارات العربية المتحدة في  
تحقيق الريادة في مجال الفضاء.  
يشرح مكونات نظام تحديد المواقع العالمي.  
يناقش تطبيقات نظام تحديد المواقع العالمية  
والمحلية.

ساعد **طفلك على** إجراء بحث قصير (5-7 سطور) حول إحدى  
تقنيات الاستشعار عن بعد، مثل الصور الحرارية أو صور الأقمار  
الصناعية، من خلال مصادر مطبوعة أو رقمية.

**ابنكر/اصنع** مع طفلك نموذجًا بسيطًا (على ورق أو باستخدام  
برنامج رقمي) يوضح الفرق بين صورة جوية وصورة قمر  
صناعي.

**تحدث مع طفلك عن** أهمية الاستثمار في التكنولوجيا والعلوم وكيف  
يسهم ذلك في تعزيز اقتصاد دولة الإمارات وتحقيق الريادة في  
مجال الفضاء.

**ناقش مع طفلك** المكونات الأساسية لنظام تحديد المواقع العالمي  
(GPS) وكيف تعمل الأقمار الصناعية على إرسال المعلومات  
واستقبالها.

<https://www.youtube.com/watch?v=7MHBuTq0kx8>

<https://www.youtube.com/watch?v=B2w2TPJ1H7c>

<https://www.youtube.com/watch?v=3AUC-brAwrk>



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		<p>مع طفلك... / جنبًا إلى جنب مع طفلك... شاهدوا صورة استشعار عن بعد (يمكن أخذ واحدة من الإنترنت)، ثم حاولا معًا تفسير ملامحها مثل: الطرق، المياه، المناطق الزراعية، أو العمران.</p> <p>ألهم طفلك... بأن يتخيل نفسه عالم فضاء إماراتيًا، واطلب منه كتابة فقرة قصيرة عن مشروع فضائي يتمنى تنفيذه في المستقبل لخدمة البيئة أو المجتمع</p>	
PSHCEE	<p><b>Topic: The Environment</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>❖ To explore the different environmental issues.</li></ul>	<p><b>Activities: Encourage your child to</b></p> <ul style="list-style-type: none"><li>❖ Discuss the environmental issues like Global Warming, Deforestation etc</li></ul>	<p><a href="https://earth.org/the-biggest-environmental-problems-of-our-lifetime/">https://earth.org/the-biggest-environmental-problems-of-our-lifetime/</a></p>
Moral Education	<p><b>Topic: Understanding Globalisation</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>❖ To explore the different concepts of globalisation.</li><li>❖ To explore how the UAE connects to the rest of the world in terms of trade and communication.</li></ul>	<p><b>Activities: Encourage your child to</b></p> <ul style="list-style-type: none"><li>❖ Discuss the importance of globalisation.</li><li>❖ To read more about how globalisation affects the economy of the country.</li></ul>	<p><a href="https://u.ae/en/information-and-services/business/the-uae-an-ideal-investment-destination">https://u.ae/en/information-and-services/business/the-uae-an-ideal-investment-destination</a></p>



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HISTORY	<p><b>Topic: Development of Democracy in Britain: Women Suffrage</b></p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>❖ To analyse the voting rights of women in Britain through acts of Parliament in 1918 and 1928.</li> </ul>	<p><b>Activities: Encourage your child to</b></p> <ul style="list-style-type: none"> <li>❖ Create a comparative evaluation of the women's voting rights in the 18<sup>th</sup> centuries to the present times in Britain.</li> </ul>	<a href="#">yr. 8 History Work book</a>
GEOGRAPHY	<p><b>Topic: COASTS: Waves &amp; Tides</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>❖ To examine the causes of waves and tides.</li> </ul>	<p><b>Activities: Encourage your child to</b></p> <ul style="list-style-type: none"> <li>❖ Create a model to illustrate the formation of waves.</li> </ul>	<a href="https://oceanservice.noaa.gov/facts/wavesinocean.html">https://oceanservice.noaa.gov/facts/wavesinocean.html</a>
Moral Science and Cultural Studies	<p><b>Topic: Human Needs- Life necessities, basic needs</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>❖ To analyze and differentiate between life necessities and basic human needs, evaluating their significance in sustaining individual wellbeing and shaping human</li> </ul>	<p><b>Activities: Encourage your child to complete the following</b></p> <ul style="list-style-type: none"> <li>❖ Together, list <b>10 items or conditions</b> that the family uses or values daily (e.g., food, internet, shelter, education, emotional support).</li> <li>❖ With the parent's guidance, <b>categorize</b> each item into:</li> <li>❖ <b>Life Necessities</b> (essential for survival)</li> </ul>	<a href="#">Yr 8 MOE TB for Moral, Cultural and Social Studies</a>



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	<p>behaviour across different social and economic contexts.</p>	<ul style="list-style-type: none"><li>❖ <b>Basic Human Needs</b> (essential for wellbeing and development)</li></ul> <p>Discuss <b>two questions</b>:</p> <ul style="list-style-type: none"><li>❖ <i>Why are some needs essential for survival while others support quality of life?</i></li><li>❖ <i>How might these needs change for families in different economic or cultural contexts?</i></li><li>❖ The student writes a <b>short reflection (4–5 lines)</b> summarizing what they learned from the discussion.</li></ul>	
FRENCH	<p><b>Topic: Les moyens de transport</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>❖ To write simple sentences giving opinions and reasons about their favorite means of transport, using comparative forms.</li></ul>	<p><b>Activities: Encourage your child to</b></p> <ul style="list-style-type: none"><li>❖ Read about different transports.</li><li>❖ Write about their favourite country and describe how they would like to travel there.</li></ul>	<p><a href="https://www.youtube.com/watch?v=hV8eqTCUxR0">https://www.youtube.com/watch?v=hV8eqTCUxR0</a></p> <p><a href="https://www.youtube.com/watch?v=X6tuLYX85SY">https://www.youtube.com/watch?v=X6tuLYX85SY</a></p>



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		<ul style="list-style-type: none"> <li>❖ Suggest to your child to write a comparative paragraph about different types of transport and share their opinion.</li> </ul>	
ICT	<p><b>Topic: Python Programming</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>❖ To implement if, Elif and nested if conditions for decision making in python programming.</li> </ul>	<p><b>Activities: Encourage your child to</b></p> <ul style="list-style-type: none"> <li>❖ Create a Python program to take marks of multiple subjects and display Pass/Fail and grade.</li> </ul>	<a href="#">Python Tutorial</a>
STEAM	<p><b>Topic: Learn to build an obby</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>❖ To describe the fundamental building tools and features in Roblox Studio used to create an obstacle course by using AI Assistant.</li> </ul>	<p><b>Activities: Encourage your child to</b></p> <ul style="list-style-type: none"> <li>❖ Explore how obstacle-course games (obbies) are created in Roblox Studio and how AI Assistants can support their building process.</li> <li>❖ Remind Child they can ask the AI Assistant for help when stuck.</li> <li>❖ Research different obby designs and use an AI Assistant to help plan, refine, and present their ideas for creating a fun and engaging obstacle course.</li> </ul>	<a href="https://create.roblox.com/docs/tutorials/curriculums/building">https://create.roblox.com/docs/tutorials/curriculums/building</a>



# The Winchester School

## Year 8- Family Learning Newsletter –February - 2026

### Leadership GEMSTONES

Week 1



### Leadership GEMSTONES

Focus for the Month of February

**LEADING WITH Compassion (EMERLAD)**

**Inspires kindness, understanding and care toward others.**

FEBRUARY – WEEK 5  
**LEADING WITH COMPASSION**  
EMERALD  
Inspires kindness, understanding and care toward others.

“ See the person, not just the problem. ”

MESSAGE: Behind every challenge is a person with their own story, struggles and strengths. When you focus on understanding the person rather than just fixing the problem, you build trust, empathy and stronger relationships. This mindset creates a positive and collaborative environment where everyone feels valued and respected. Great leaders don't just solve problems—they connect with people, empowering them to overcome challenges together.

REFLECT: How can I better understand the people I'm leading or working with? What steps can I take to show empathy and create a team where everyone feels heard and appreciated?

### February - Quote for Week 1

***“See the person, not just the problem.”***

**MESSAGE:** Behind every challenge is a person with their own story, struggles and strengths. When you focus on understanding the person rather than just fixing the problem, you build trust, empathy and stronger relationships. This mindset creates a positive and collaborative environment where everyone feels valued and respected. Great leaders don't just solve problems—they connect with people, empowering them to overcome challenges together.

### REFLECT:

- ❖ How can I bring my team or classmates closer together? What can I do to make sure everyone feels valued and included in what we do?
- ❖ How can I better understand the people I'm leading or working with?
- ❖ What steps can I take to show empathy and create a team where everyone feels heard and appreciated?



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<p>Leadership GEMSTONES</p> <p>Week 2</p>	<p><b>Leadership GEMSTONES</b></p> <p><b>Focus for the Month of February</b></p> <p><b>LEADING WITH Compassion (EMERLAD)</b></p> <p><b>Inspires kindness, understanding and care toward others.</b></p> <div data-bbox="362 619 880 917" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: small;">FEBRUARY – WEEK 6 <b>LEADING WITH COMPASSION</b> EMERALD Inspires kindness, understanding and care toward others.</p> <p style="text-align: center;">“Look beyond the surface to recognise silent struggles and extend your support with empathy and care.”</p> <p style="font-size: x-small;">MESSAGE: Silence is where clarity is born. In moments of stillness, your mind can process challenges, ideas and emotions with greater depth. Leaders who embrace silence often uncover solutions and insights that get lost in the noise of constant activity.</p> <p style="font-size: x-small;">REFLECT: How can I create regular moments of silence to enhance my leadership clarity? What practices can I incorporate into my daily routine to ensure I have the quiet time needed for deep reflection and thoughtful decision-making?</p> </div>	<p><b>February – Quote for Week 2</b></p> <p><b><i>“Look beyond the surface to recognise silent struggles and extend your support with empathy and care.”</i></b></p> <p><b>MESSAGE:</b></p> <p>Silence is where clarity is born. In moments of stillness, your mind can process challenges, ideas and emotions with greater depth. Leaders who embrace silence often uncover solutions and insights that get lost in the noise of constant activity.</p> <p><b>REFLECT:</b></p> <ul style="list-style-type: none"> <li>❖ How can I create regular moments of silence to enhance my leadership clarity?</li> <li>❖ What practices can I incorporate into my daily routine to ensure I have the quiet time needed for deep reflection and thoughtful decision-making?</li> </ul>	
<p>Leadership GEMSTONES</p> <p>Week 3</p>	<p><b>Leadership GEMSTONES</b></p> <p><b>Focus for the Month of February</b></p> <p><b>LEADING WITH Compassion (EMERLAD)</b></p> <p><b>Inspires kindness, understanding and care toward others.</b></p>	<p><b>February – Quote for Week 3</b></p> <p><b><i>“Listening is just as important as speaking.”</i></b></p> <p><b>MESSAGE:</b></p> <p>Listening deeply allows others to feel seen and heard. When we truly listen, we validate the experiences and emotions of those around us, fostering a sense of belonging and trust. Deep listening is an act of empathy</p>	



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## Year 8- Family Learning Newsletter –February - 2026

FEBRUARY – WEEK 7  
**LEADING WITH COMPASSION**  
EMERALD  
Inspires kindness, understanding and care toward others.

“Listening is just as important as speaking.”

MESSAGE: Listening deeply allows others to feel seen and heard. When we truly listen, we validate the experiences and emotions of those around us, fostering a sense of belonging and trust. Deep listening is an act of empathy that goes beyond hearing words; it involves understanding the underlying feelings and perspectives. By creating a safe space for open and honest communication, we empower others to share their struggles and insights without fear of judgment.

REFLECT: How can I improve my listening skills?

**Focus for the Month of RAMADAN  
LEADING WITH PURPOSE (AMETHYST)  
Reflect, serve and hold oneself  
accountable.**

RAMADAN – WEEK 1  
**LEADING WITH PURPOSE**  
AMETHYST  
Reflect, serve and hold oneself accountable.

“Purpose gives meaning to the smallest of actions.”

MESSAGE: Ramadan reminds us that even the simplest actions can have great significance when done with purpose. Leaders inspire others by showing how every contribution matters.

REFLECT: How can I make sure my daily actions align with my goals? How can I help others see the value in their efforts?

that goes beyond hearing words; it involves understanding the underlying feelings and perspectives. By creating a safe space for open and honest communication, we empower others to share their struggles and insights without fear of judgment

**REFLECT:**

- ❖ How can I improve my listening skills?

**Ramadan – Quote for Week 1:**

*“Purpose gives meaning to the smallest of actions.”*

**MESSAGE:** Ramadan reminds us that even the simplest actions can have great significance when done with purpose. Leaders inspire others by showing how every contribution matters.

**REFLECT:**

- ❖ How can I make sure my daily actions align with my goals?
- ❖ How can I help others see the value in their efforts?



# The Winchester School

## Year 8- Family Learning Newsletter –February - 2026

Leadership  
GEMSTONES

Week 4

### Leadership GEMSTONES

Focus for the Month of February

#### LEADING WITH Compassion (EMERLAD)

Inspires kindness, understanding and care toward others.

FEBRUARY – WEEK 8  
**LEADING WITH COMPASSION**  
EMERALD  
Inspires kindness, understanding and care toward others.

Compassion builds trust and resilience.

**MESSAGE:** Compassionate leaders build trust, strengthen friendships and create a sense of belonging within their groups. Showing kindness and understanding, even during tough times, takes courage but has a lasting impact. When compassion is at the heart of your leadership, it not only helps others feel valued and supported but also inspires them to do their best. Compassion creates a ripple effect, encouraging others to show care and understanding in return, which strengthens the entire group.

**REFLECT:** How can I make compassion a key part of how I lead others or classmates? What simple acts of kindness can I show in my daily interactions? How can I encourage my group to treat each other with care and understanding?

Focus for the Month of RAMADAN

#### LEADING WITH PURPOSE (AMETHYST)

### February – Quote for Week 4

*“Compassion builds trust and resilience.”*

#### MESSAGE:

Compassionate leaders build trust, strengthen friendships and create a sense of belonging within their groups. Showing kindness and understanding, even during tough times, takes courage but has a lasting impact. When compassion is at the heart of your leadership, it not only helps others feel valued and supported but also inspires them to do their best.

Compassion creates a ripple effect, encouraging others to show care and understanding in return, which strengthens the entire group.

#### REFLECT:

- ❖ How can I make compassion a key part of how I lead others or classmates?
- ❖ What simple acts of kindness can I show in my daily interactions?
- ❖ How can I encourage my group to treat each other with care and understanding?



# The Winchester School

## Year 8- Family Learning Newsletter –February - 2026

RAMADAN – WEEK 2  
**LEADING WITH PURPOSE**  
AMETHYST  
Reflect, serve and hold oneself accountable.

“A leader’s purpose is to light the path for others.”

MESSAGE: Leadership is about guiding others towards a shared goal. Ramadan teaches us to think about the greater good and lead with a vision that benefits everyone.  
REFLECT: How can I help my team or classmates work towards a shared purpose? What steps can I take to guide others in meaningful ways?

**Ramadan – Quote for Week 2:**  
*“A leader’s purpose is to light the path for others.”*

**MESSAGE:**  
Leadership is about guiding others towards a shared goal. Ramadan teaches us to think about the greater good and lead with a vision that benefits everyone.

**REFLECT:**

- ❖ How can I help my team or classmates work towards a shared purpose?
- ❖ What steps can I take to guide others in meaningful ways?

