



The Winchester School

Year 9- Family Learning Newsletter – February 2026

SUBJECT	FOCUS	ACTIVITIES	WEBSITES
ENGLISH	<p>Topic: Article Writing</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To examine relevant ideas and features in article writing. 	<p>Activity: Encourage your child to analyse the following in any one of the given articles:</p> <ul style="list-style-type: none"> ❖ the hook and how it engages readers. ❖ the context and background information and how they have been presented. ❖ the thesis statement and how it clearly reflects the purpose. ❖ development of arguments and how it engages the readers. ❖ linking of ideas using transitional vocabulary ❖ register of the article ❖ language choice ❖ conclusion and how it links to the thesis statement 	<p>https://www.nationalgeographic.com/</p> <p>https://www.bbc.com/news/topics/c5vz82vqnr1t</p> <p>https://www.bbc.com/news/science_and environment</p>
MATHS	<p>Topic Algebra – Indices</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ❖ Apply the rules of indices to simplify algebraic expressions. ❖ Analyze the reciprocal of a number or term and write it as a negative or fractional exponent. ❖ Numbers – Map Ratio ❖ To use proportion and work out the ratio for maps. ❖ To work out the missing length/area/volume using map scale. 	<p>Activities: With your child, build cross-curricular Activity Link. Cross-Curricular Links: P.E. – problem-solving English basic arithmetic Art- shape and space Media – Graphics</p> <p>https://www.transum.org/Maths/Exercise/Map_Scales/</p>	<p>https://www.matrix.edu.au/beginnersguide-year-9-maths/part-3-indices/</p> <p>https://thirdspacelearning.com/gcse-maths/algebra/fractional-indices/</p> <p>https://www.transum.org/maths/exercise/map_scales/</p>



The Winchester School

Year 9- Family Learning Newsletter – February 2026

<p>PHYSICS</p>	<p>Topic- Electrical Energy Learning Objective</p> <ul style="list-style-type: none"> ❖ Identify the power rating of common household electrical devices ❖ Calculate the amount of energy transferred from the mains ❖ Calculate the cost of mains electricity given the cost per kilowatt-hour (kWh). 	<p>Activity: Encourage your child to:</p> <ul style="list-style-type: none"> ❖ Think of ways by which electrical energy is consumed in daily life ❖ Research into how electrical energy is used in houses is measured and recorded ❖ Analyze and calculate how cost is determined by usage of electrical energy 	<p>http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/energyefficiency/electricalappliancesrev1.shtml</p> <p>https://www.energy.gov/energysaver/estimating-appliance-and-home-electronic-energy-use</p>
<p>CHEMISTRY</p>	<p>Topics: Reactivity Series Learning Objective:</p> <ul style="list-style-type: none"> ❖ To identify physical and chemical changes and understand the differences between them. ❖ To investigate and arrange the reactivity of different metals and carbon in the reactivity series. 	<p>Activity:</p> <ul style="list-style-type: none"> ❖ Talk to your child why sodium is stored under oil. ❖ Discuss why rusting of iron is a slow process. Compare its reactivity with that of sodium or group-1 elements. ❖ Encourage your child to identify the reactivity of different metals and arrange it from most reactive to least reactive metals. Based on the reactivity of metals discuss with them what are the different ways extracting these metals. 	<p>https://www.thoughtco.com/physical-and-chemical-changes-examples-608338</p> <p>https://www.britannica.com/science/chemical-reaction/Energy-considerations</p> <p>https://phet.colorado.edu/en/simulations/reactants-products-and-leftovers</p> <p>https://www.bbc.co.uk/bitesize/topics/zypsqk7/articles/zwxhk2p</p>
<p>BIOLOGY</p>	<p>Topic- Co-ordination and response Learning Objective:</p> <ul style="list-style-type: none"> ❖ Investigation on measuring the reaction time ❖ To describe the Structure of CNS is made up of the brain and spinal cord; receptors, different types of neurons, coordinators as brain or spinal cord, effectors, synapses. 	<p>Activity: With your child,</p> <ul style="list-style-type: none"> ❖ Plan and investigate the effect of a factor on human reaction time. ❖ Relate the concept of reflex arc & encourage students to create an infographic poster on the same using few examples. 	<p>https://www1.health.gov.au/internet/publications/publishing.nsf/Content/drugtreat-pubs-front6-wk-toc~drug</p> <p>https://study.com/academy/lesson/how-drugs-affect-the-brain-nervous-system.html</p>



The Winchester School

Year 9- Family Learning Newsletter – February 2026

	<ul style="list-style-type: none">❖ Explain the importance of reflex actions and give examples.		https://www.forbes.com/sites/thomaspellechia/2019/07/24/alcohol-research-study-results-may-depend-on-which-group-backs-them/ https://bmcpublihealth.biomedcentral.com/articles/10.1186/1471-2458-10-789 https://www.toppr.com/guides/biology/neural-control-and-coordination/reflex-action-and-reflex-arc/
ARABIC (Arabs)	<p>Topic: - قصيدة روح الطبيعة - قصة الميزان والذهب - جزم الفعل المضارع</p> <p>Learning Objective:</p> <ul style="list-style-type: none">❖ أن يحلل النص الشعري لغويًا وبلاغيًا❖ أن يقارن بين النص ومثيله في نفس الغرض❖ أن يحلل القصة تحليلًا لغويًا❖ أن يحلل القصة تحليلًا فنيًا❖ أن يعرب الفعل المضارع إعرابًا تامًا❖ أن يحدد أدوات وعلامات جزم المضارع	<p>Activities:</p> <ul style="list-style-type: none">❖ يحدد الفكرة العامة للنص الشعري❖ يستخرج مواطن الجمال في النص❖ يقيم النص من حيث الأفكار والأساليب❖ يوضح العناصر الفنية للقصة❖ يبين الفكرة العامة والأفكار الفرعية للقصة❖ يبدي رأيه في مضمون القصة❖ يوظف الفعل المضارع المجزوم في كتابات إبداعية❖ يبحث عن أدلة لجزم المضارع في الشعر والقرآن ويعربها❖ يعين المضارع المجزوم في النصوص المختلفة	https://seraj-uae.com/file/296/ https://seraj-uae.com/file/4157/ https://seraj-uae.com/file/12/
ISLAMIC STUDIES (Arabs)	<p>Topic: فتح مكة</p> <p>Learning Objective:</p> <ul style="list-style-type: none">❖ أبين القيمة الدينية لمكة المكرمة-1❖ أعددت شروط صلح الحديبية-2❖ أستنبط أهمية التوكل على الله من أحداث فتح مكة-3	<p>Activities:</p> <p>اكتب نبذة تاريخية عن مكة المكرمة وأهميتها للمسلمين وأشهر اسمائها ، Web-مستدلا على ذلك من القرآن الكريم الكتاب ص31</p> <p>حدد أهم المعالم في مكة المكرمة (الدينية-التاريخية-الجغرافية). الكتاب ص</p>	https://ar.wikipedia.org/wiki/%D9%81%D8%AA%D8%AD_%D9%85%D9%83%D8%A9 https://www.aljazeera.net/encyclopedia/2016/6/25/%D9%81%D8%AA%D8%AD-%D9%85%D9%83%D8%A9-%D9%86%D9%82%D8%B7%D8%A9-



The Winchester School

Year 9- Family Learning Newsletter – February 2026

	<p>❖ استنتج العلاقة بين العفو والرقي الحضاري -4 للمجتمع</p>	<p>31 ما سبب تعلق النبي بمكة المكرمة؟ وما القيمة الوطنية التي يعطيها هذا التعلق. مستدلاً بحديث النبي عند هجرته من مكة. الكتاب ص 31 متى وأين وقع صلح الحديبية وما سببه؟ وما أهم بنوده وأثرها على الإسلام والمسلمين؟ فيديو معلوماتي الكتاب ص 32 بالتعاون مع مجموعتك اذكر 3 آيات من القرآن تدعو للصلح. موضحاً مجالات الصلح التي تحت عليها الآيات الكريمة. الكتاب ص 33 من أسباب النجاح في المهمات الجمع بين التوكل على الله والأخذ بالأسباب. https://ar.wikipedia.org -وضح ذلك من خلال فتح مكة. الكتاب ص 33</p>	<p>https://islamonline.net/archive/%D9%81%D8%AA%D8%AD%D9%88%D9%84-%D9%85%D9%83%D8%A9-%D8%A7%D9%84%D8%AE%D8%B7%D8%A9-%D9%88%D8%B9%D8%A8%D9%82%D8%B1%D9%8A%D8%A9-%D8%A7%D9%84%D8%AA%D9%86%D9%81%D9%8A%D8%B0/</p>
<p>ARABIC (Non- Arabs)</p>	<p>Topic: Community problems Learning Objective:</p> <ul style="list-style-type: none">❖ To describe the types of smoking❖ To deduce the dangers of smoking.❖ To create a report and an article about the harms and causes of smoking.❖ To express his opinion on the problem of smoking.❖ To establish a dialogue with a smoker.❖ To design signs about the dangers of smoking.❖ To give advice to the smoker.	<p>Activities: Ensure that your child:</p> <ul style="list-style-type: none">❖ Creates a video about the harms of smoking, drugs and addiction.❖ Writes signs about the harms of smoking.❖ Regulates potency to explain the causes and harms of drugs.❖ Provides advice to smokers and addicts.❖ Create a mental map of the causes of smoking.❖ Write a letter about the harms of drugs.❖ Dialogue with a doctor about the dangers of smoking.	<p>https://youtu.be/jQZo-dayZMY?si=RMx9_2t8dt4to4O3</p> <p>https://youtu.be/AiMTAF4oZcw?si=RuHvBxydmUFC60Uh</p> <p>https://www.youtube.com/watch?v=JRKKCu84XFo</p> <p>https://youtu.be/E_BAg1NyBwE?si=sXYXtZ3U9q1YcCI7</p>



The Winchester School

Year 9- Family Learning Newsletter – February 2026

	<ul style="list-style-type: none">❖ To Describe how he or she feels about living in a smoking/non-smoking environment❖ To create a full-fledged story about a smoker.❖ To clarify the role of the UAE in reducing smoking.		https://youtu.be/Hc4QMoh3g7Q?si=K8WdlMw-QwWnyA_5https://youtu.be/ByqkYKNfsNU?si=MH755FNNdq9bwYFq
ISLAMIC STUDIES (Non- Arabs)	<p>Topic: Social Cohesion THE POWER OF ALLAH SURAH YASIN</p> <p>Learning Objective:</p> <ul style="list-style-type: none">❖ To elucidate the concept and significance of social cohesion. - To evaluate the benefits of communal peace .❖ To elucidate the Greatness and power of Allah - To analyse the mercifulness of Allah	<p>Activities: With your child:</p> <ul style="list-style-type: none">❖ Search and write an article about the benefits a society can achieve while developing social Cohesion among people of the society.❖ Record a video showing various blessings of allah around us by explaining their effects on human beings.	https://www.islamreligion.com/articles/511/view/all/societal-cohesion-in-islam-part-1 https://www.arabnews.com/islam-perspective/news/689991
Social Studies(Arabs)	<p>Topic: (الوَحْدَةُ الرَّابِعَةُ) آفاق مستقبلية</p> <ul style="list-style-type: none">❖ الدرسُ الأوَّلُ: الإماراتُ: من سفينة الصحراء إلى مسبار الفضاء❖ الدرسُ الثَّانِي: الاقتصادُ الأخضرُ الإماراتي❖ الدرسُ الثَّالِثُ: الإماراتُ عاصمةُ الاقتصاد الإسلامي <p>معجم المصطلحات</p> <ul style="list-style-type: none">❖ (طموح زايد) ثمانية أيام في الفضاء <p>Learning Objective:</p> <ul style="list-style-type: none">❖ يتعرف السیر الذاتية للقادة الشيوخ في إمارة. المشاركة وأدوارهم في بناء الاتحاد.	<p>Activities:</p> <ul style="list-style-type: none">❖ تطبيقات الكتاب صفحة 78❖ تطبيقات الكتاب صفحة 68	https://drive.google.com/file/d/1Wn1DPoJrYSbEkmjOdlQJ5y07Xzcffc3L/view https://drive.google.com/file/d/1qp-6EFTdiwJc8RHPwP6zw1WJBGoHBbYG/view?usp=sharing



The Winchester School

Year 9- Family Learning Newsletter – February 2026

	<ul style="list-style-type: none">❖ يُوَضِّحُ أَثَرَ شَبَكَاتِ النَّقْلِ وَالْمَوَاصِلِ الْمَتَطَوِّرَةِ ❖ فِي تَشْجِيعِ النَّمُوِّ الْاِقْتِصَادِيِّ فِي دَوْلَةِ الإمارات العربية المتحدة❖ يُنَاقِشُ جُهُودَ الْبَانِي الْمَوْسِسِ فِي تَطْبِيقِ الممارسات البيئية لتحقيق التنمية المستدامة❖ يَسْتَكْشِفُ مَهَارَاتِ الْاِبْتِكَارِ وَالرِّيَادَةِ فِي قِطَاعِ النَّقْلِ وَالْمَوَاصِلَاتِ❖ يَشْرُحُ دَوْرَ الْاَبَاءِ الْمَوْسِسِينَ وَقِيَادَةَ الدَّوْلَةِ فِي تَطْوِيرِ الدَّوْلَةِ وَضَمَانِ رِفَاهِيَةِ الشَّعْبِ❖ يَسْتَكْشِفُ مَهَارَاتِ الْاِبْتِكَارِ وَالرِّيَادَةِ فِي قِطَاعِ النَّقْلِ وَالْمَوَاصِلَاتِ❖ يُوَضِّحُ مُمَيَّزَاتِ النِّظَامِ الْاِقْتِصَادِيِّ فِي دَوْلَةِ الإمارات العربية المتحدة وسماته❖ يَتَّبِعُ قِصَّةَ انْطِلَاقِ الْاِمَارَاتِ نَحْوِ الْفَضَاءِ❖ يَعْتَزُّ بِجُهُودِ دَوْلَةِ الْاِمَارَاتِ الْعَرَبِيَّةِ الْمَتْحَدَةِ فِي تَحْقِيقِ الرِّيَادَةِ فِي مَجَالِ الْفَضَاءِ❖ يُوَضِّحُ الْمَبَادِرَاتِ الَّتِي قَامَتْ بِهَا دَوْلَةُ الْاِمَارَاتِ العربية المتحدة في مجال التنمية❖ يُوَظِّفُ الْوَسَائِلَ الْمَتَّاحَةَ لِتَعْرِفِ الْجُهُودِ الَّتِي		
PSHCEE	<p>Topic: Child Rights Learning Objectives:</p> <ul style="list-style-type: none">❖ To explore the different rights of children.❖ To identify the rights of children that are commonly violated.	<p>Activities: Discuss with your child the different rights they have and integrate it with the corresponding responsibilities.</p>	<p>https://pchr.gov.ae/en/priority-details/childrens-rights</p>



The Winchester School

Year 9- Family Learning Newsletter – February 2026

<p>Moral Education</p>	<p>Topic: The Growth of Consultative government in the UAE Learning Objectives: To recognise key developments in the growth of government at local and national levels in the UAE.</p>	<p>Activities:</p> <ul style="list-style-type: none"> ❖ Share with your child about the six leaders and how they shaped the UAE. ❖ Encourage your child to read on the local governance and the impact they have on decision making. ❖ Discuss with your child about the governments, both federal and local, and the UAE's amalgamation of both traditional and modern politics 	<p>https://u.ae/en/about-the-uae/the-uae-government/the-local-governments-of-the-seven-emirates</p>
<p>HISTORY</p>	<p>Topic: Causes of War and Trench Warfare Learning Objectives: To examine the mechanism and rationale behind the trench warfare methods in WWI.</p>	<p>Activities: Motivate your child to justify the given statement and answer the following question:</p> <p>The trenches were living hell and one of the worst features of WWI.</p>	<p>https://www.bbc.co.uk/bitesize/articles/z6vff82#zpg33j6 https://www.historyextra.com/</p>
<p>GEOGRAPHY</p>	<p>Topic: Our Restless Planet Learning Objectives - To analyse the of concepts of tectonic Movements and Volcanoes.</p>	<p>Activities: Encourage your child to answer the following questions:</p> <ul style="list-style-type: none"> ❖ Analyze the creation of Himalayas; Is UK and USA getting further apart or moving closer? Why? ❖ What is happening between Indian plate and the Eurasian Plate? ❖ Analyse the formation of the Andes Mountain range. 	<p>https://www.nationalgeographic.com/science/article/plate-tectonics</p>



The Winchester School


Year 9- Family Learning Newsletter – February 2026

FRENCH	Topic: Au restaurant \ Au café Learning Objective: <ul style="list-style-type: none">❖ To learn simple sentences and key vocabulary used to make a restaurant reservation.❖ To understand and use relevant verbs conjugated in the present tense.❖ To use correct partitive articles that agree with the gender of food items.	Activities: <ul style="list-style-type: none">❖ Encourage your child to read short descriptive texts or paragraphs about French food and meals.❖ Motivate your child to create a menu featuring a variety of French dishes.❖ Suggest that your child write a short dialogue about making a reservation at a restaurant or cafeteria.	La nourriture en français AU RESTAURANT YTB
ICT	Topic: HTML / WEB AUTHORIZING Learning Objective: <ul style="list-style-type: none">❖ To develop a web page for projects, personal use or companies.❖ To design a webpage using style sheets and media.❖ To create, apply an appropriate style including font type (serif, sans-serif), point size, font color, alignment, line spacing, style of bullets, text alignment to the left, right, Centre or fully justified.❖ To use text enhancement, including bold, underline, italic, highlight.❖ To attach stylesheets to the html page	Activities: <ul style="list-style-type: none">❖ Along with your child visit popular websites to see how the home pages are designed. Consider visiting these personal pages and discussing them.❖ Encourage your child to create a Sway presentation which discusses various options for creating a webpage and software's available for the same.	https://www.w3schools.com/html/default.asp



The Winchester School

Year 9- Family Learning Newsletter – February 2026

<p>STEAM</p>	<p>Topic: SAM LAB- Passcode Learning Objective:</p> <ul style="list-style-type: none"> ❖ To recognize the importance of creating a secure password/passcode for protecting personal information and how to create one. ❖ To integrate and exhibit learning by programming systems using AND logic blocks that require input of a specific passcode in order for the output to be activated. <p>Digital Safety: Analyse common online risks and <i>apply</i> digital safety rules to protect personal information while using the internet.</p>	<p>Activities:</p> <ul style="list-style-type: none"> ❖ Motivate your child regarding the importance of creating a secure password for protecting personal information. ❖ Discuss with your child the importance of using a mixture of letters, numbers and symbols when formulating a password. ❖ Design a system that requires a passcode to illuminate an RGB LED. ❖ Create a report on how passcode systems work. <p>Activity: Encourage your child to discuss safe and unsafe online behaviors at home and practice creating strong passwords while explaining when to ask a trusted adult for help.</p>	<p>https://samllabs.com/us/</p> <p>Digital Safety Resources - Be Internet Awesome</p>
<p>Leadership GEMSTONES</p> <p>Week 1</p> 	<p>Leadership GEMSTONES</p> <p>Focus for the Month of February</p> <p>LEADING WITH Compassion (EMERLAD)</p> <p>Inspires kindness, understanding, and care toward others.</p>	<p>February - Quote for Week 1</p> <p><i>“See the person, not just the problem.”</i></p> <p>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.</p>	



The Winchester School

Year 9- Family Learning Newsletter – February 2026

	<p style="text-align: center;">FEBRUARY – WEEK 5 LEADING WITH COMPASSION EMERALD Inspires kindness, understanding and care toward others.</p> <p style="text-align: center;">“ See the person, not just the problem. ”</p> <p><small>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.</small></p> <p><small>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?</small></p>	<p>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?</p>	
<p>Leadership GEMSTONES</p> <p>Week 2</p>	<p>Leadership GEMSTONES</p> <p>Focus for the Month of February</p> <p>LEADING WITH Compassion (EMERLAD)</p> <p>Inspires kindness, understanding and care toward others.</p> <p style="text-align: center;">FEBRUARY – WEEK 6 LEADING WITH COMPASSION 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><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.</small></p> <p><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?</small></p>	<p>February – Quote for Week 2</p> <p><i>“Look beyond the surface to recognise silent struggles and extend your support with empathy and care.”</i></p> <p>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>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>	
<p>Leadership GEMSTONES</p>	<p>Leadership GEMSTONES</p> <p>Focus for the Month of February</p>	<p>February – Quote for Week 3</p> <p><i>“Listening is just as important as speaking.”</i></p> <p>MESSAGE: Listening deeply allows others to feel seen and heard. When we truly listen, we validate the experiences and</p>	



The Winchester School

Year 9- Family Learning Newsletter – February 2026

Week 3

LEADING WITH Compassion (EMERLAD)

Inspires kindness, understanding and care toward others.

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?

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?

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 9- 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)

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?

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?

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?

What steps can I take to guide others in meaningful ways ?



The Winchester School

Year 9- Family Learning Newsletter – February 2026

