

Dear Parents

There's a new arrival to the debate about healthy eating: *ultra-processed food*. In the National Food Strategy Report, published in July, it is the new villain. At the heart of our poor national diet is not the fat or sugar, not the amount of meat and carbs we eat, but rather what has been done to those elements on the way.

Ultra-processed food (UPF) is a triumph of human ingenuity: irresistibly tasty, perfectly textured, a long shelf-life, a short prep time and above all affordable, it's an obvious choice for people of all incomes. This isn't about junk food – ultra-processed food is as common in Waitrose as it is in Asda. The way to spot it is by the ingredients: if you'd find them in a normal kitchen cupboard, it's not ultra-processed. If you wouldn't, take care.

UPF has been meticulously designed, exhaustively tested on focus groups and engineered for perfection. As a result it's so easy on the taste buds that it is literally irresistible – addictive, in fact: it confuses our body's systems for knowing what's actually good for us. Experiments show that UPF makes us eat more than we need (500 calories more a day!) and things that our bodies aren't set up for. We rapidly become more obese and less healthy.

A lightbulb went on for me when I first heard about it. UPF is a classic case of what happens whenever humankind makes a technological advance. From the dawn of history – from the Garden of Eden, to be Biblical about it – we have tilled the land, used tools to make it and ourselves more productive, and so made our lives safer and easier. It is, you could say, *what we do* as Homo sapiens. Every innovation, from the flint axe to the wheel to the car to the phone, gives us more comfort and control.

Technology makes life more bearable and liveable, allows more people to enjoy simple pleasures at lower cost. Who could disagree with that, who would turn the clock back? Well, I wonder if UPF is a symbol of what's good about our consumer-friendly culture, and also what's causing some of our problems both in school and in wider society.

First, cheap, quick solutions make life smoother and easier, but not necessarily happier. The more we are given them, the more we expect them and the less patient we get with other people and with problems. That impatience distorts relationships, makes us demanding and brittle. We forget that friendship, love, growth all take time. We forget what many of took for granted as children of past decade – how to be bored, then curious, then creative, and so resilient.

Second, UPF looks and tastes perfect but it's not 'real': so what about UPL – ultra-processed lives? We, and even more so students, are surrounded by them online, as lives are curated, framed, and digitally enhanced so that only the best bits show. And why? To keep up with everyone else who is doing it to keep up. Many of us as parents are little better than our children, and so we all ratchet up the anxiety, paranoia and perfectionism. Ultra-processed food messes with our physical health; ultra-processed lives mess with our mental and emotional health.

Third, solutions that look cheap often cost the earth: like a plastic bottle or a disposable facemask, they aren't sustainable, which is another way of saying that life wasn't meant to be easy. The deepest questions of life don't have cheap and quick answers. The world – as we have kept finding this year – is full of suffering, complexity, loss, grief, and no amount of technology can take those away.

This holiday, I want to slow down, unplug and do some things that are unnecessarily longwinded. I want to get off my all-too-flat screen (where we've all spent way too much time this year) and rediscover three-dimensions – people and plants, rain and reality, food and fun. A bit less processing and a bit less perfection might make us all, and our children, healthier in body, mind and spirit.

Patrick Moriarty
Headteacher

News from IJE

- Year 9 - an activity week took place for Y9 instead of the traditional Israel journey. Whilst in no way a replacement, it was a week of fun, learning, group bonding and the start of a positive transition into KS4. Y9 were able to mark the end of KS3 with a week that included trips to the Royal Courts of Justice, Thorpe Park, the Jewish East End, orienteering and forest school. Additionally there were in school activities run by our Shinshinim.
- Year 7 - as a replacement for the Y7 Shabbaton, we planned a drop down day in December on the theme of Shabbat. Due to Y7 isolations, that day was finally run in July!
- Interfaith Tent – from 5 – 16th July, every student in KS3 had the opportunity to have a lesson in the Interfaith Tent, pitched outside the front of the school. The objective of these sessions was encounter – every lesson featured a speaker from a different faith who told their story and took questions from the group. We had a range of Muslim, Sikh, Hindu and Christian speakers from a wide range of backgrounds and perspectives.
- Y12 film event. A programme was created in partnership with UK Jewish Film to help students navigate Jewish identity and conflict in Israel.
- IJE is taking part in a pilot programme with the Jewish Museum with a group of Y9 students, exploring themes of loss and identity through the story of a Holocaust survivor.



Persuasive Language in the Real World

Famous faces from the professional world have given some words of wisdom to a group of ambitious Year 9 students.

The Able and Ambitious English group took part in the “Persuasive Language in the Real World” workshop this week, listening to four top professionals address them about how they use persuasive language in their jobs and giving them advice on how they can argue and influence effectively.

First was Adam Wagner, human rights barrister and Covid law expert who spoke to students about keeping their language simple and relatable.

He was followed by Jessica Elgot, deputy political editor of The Guardian, who shared her experiences of analysing politicians’ use of persuasive speech. Students asked her a variety of probing question on different areas of her professional life; Milly Bryk, asked specifically her about her experiences as a woman in a male-dominated industry.

After the event, Ms Elgot commented the students “were amazing: what thoughtful and intelligent questions.” They really engaged with the issues incredibly thoughtfully and well beyond their years.”

Danny Stone MBE, director of the Antisemitism Policy Trust, gave an entertaining and engaging presentation on his own journey with persuasive speech, from Campaigns Director of the Union of Jewish Students (UJS) to his current role, educating and empowering parliamentarians and policy makers to address antisemitism. Dana Thomas said: “I liked how he interacted with the class and he gave some valuable advice.”

Lastly, the students heard from Alex Rodney, a New York lawyer who is currently suing former President Trump. He told students that persuasive speech is integral to his role and shared his advice on how best to capture an audience. Adam Hershkorn said he was “fascinating”.

The students then participated in a group task, where they were assigned jobs and persuaded the group of their importance and worth. Emily Bentwood, who convinced the class of her importance as a hairdresser and Adam Herkshorn, who persuaded his role as full time parent was vital, were voted the winners.

Lara Sitton said: “I couldn’t believe how a panel of experts, from such varied professions, all attributed the use of persuasive language as key to their success. I learned that the power of language is not about ‘fancy words’ and ‘sophisticated vocabulary,’ it’s more to do with how you capture your audience in a short space of time to draw them in quickly and convince them of your viewpoint.

“I didn’t realise quite how much research and preparation is needed to provide a strong case. Jessica Elgot explained that to ensure she writes quality stories, she researches the politician in detail and any relevant comments they may have made. This makes it easier to extract the information she needs during the interview and dig deeper into issues. “The guests were so friendly and relatable. I felt privileged to attend the workshop and I loved listening to everyone’s stories.”

Mrs R Sasto

Second in charge of English



Geography Field Trips

GCSE geography students explored urban environments as part of their fieldwork requirements. Students spent two days examining regeneration in Stratford, East London. They carried out data collection around the Olympic Park and surrounding areas to compare and contrast environmental quality in an urban environment.



Last Monday 12th July, Year 10 had a full day of exploring river processes in Epping Forest. They carried out numerous data collection methods for their fieldwork section of the Geography course; this included river velocity, bank width and depth. We were incredibly lucky with the weather, which brought days if not weeks of rainfall across much of the region (including the JCoSS Heartspace!) just as we arrived home. What a perfect day to look at flood risk!



Miss N Fletcher
Head of Geography

Sports Day

This past year has been one of frustration and uncertainty but, as a PE department, we have wanted to provide the students with as many opportunities as possible. With school fixtures being cancelled throughout the year, the JCoSS community have missed out on so much; the thrills of winning, the lessons learned from a loss and the experience of working as a team and growing together. That is why it has been so important to make sure Sports Day has been able to run where physically possible.

There have been some changes this year: four separate Sports Days ensured different year groups kept within their bubbles; every student was involved in team sports and individual athletics events; and it has all taken place on the JCoSS grounds.

It all kicked off with the Year 9s on Tuesday 6th July. They had just watched the Sports Day promotional video and were clearly inspired by the acting of the PE department. They marched on through in their house colours and (at this time) everyone was delighted that football and Sports Day was coming home... (at least one of them did). Each form was divided into three teams, whose combined points would give an overall score at the end of the day. They competed in benchball, dodgeball and football. The standard was high and the onset of July rain didn't deter anyone from enjoying themselves.

In the afternoon, students competed in a range of athletics events, cheered on by their peers, form tutors and Head of Year Mrs Kaye. The sun also shone through brightly to join us and it encapsulated the success and spirit of the day. Sagan stormed through to win the day winning both the girls' and boys' races overall to take the Year 9 Sports Day trophy. Winston and Yonath completed the podium, finishing second and third respectively.

Sports Days for Years 7 and 10 were equally impressive and again there was a fantastic atmosphere around the school. In Year 10 Yonath finished 3rd, Franklin 2nd and Rothschild cruised to victory.

Year 7 finished with completely different teams on the podium: 3rd were Baer, 2nd were Noether and Winston took gold, their relay team being a particular highlight.

The overall Sports Day shield winners will be announced once Year 8 can complete their Sports Day. It was frustrating that this had to be delayed twice, but we will endeavour to reorganise it when we return in September.

Finally, I would just like to thank every single student who competed and behaved respectfully. Also, thank you to all the PE teachers, form tutors, Heads of Year and Year 12 helpers who made the days what it was.

Mr D Savage
Second in charge of PE



Year 9 Sports Day

After an unusual year full of uncertainty, one thing that everyone looked forward to was Sports Day. It was great to see everybody get into the spirit of the day and decorate themselves with glitter, face paint, and accessories in their form colours which all added to the atmosphere. Although the weather was not on our side, we had a fabulous day taking part in several activities such as bench ball, dodgeball, and football in the morning, followed by an enthusiastic afternoon of athletics. The rain tried to dampen our mood, but we were determined to enjoy the day regardless. Following a morning of team sports between forms, it was fun to participate as an individual in the afternoon. How could we not be inspired with Mr Berman's positive energy radiating throughout the day! As a PE teacher, of course Mr Berman was having a brilliant time cheering everybody on – especially Franklin because he is the head of our house! It was lovely to see everyone enjoying themselves throughout the day, and well done to Sagan in Year 9 for winning every single activity. As we were outside, we were able to get rid of our masks and I was finally able to see everybody smiling again!

By Naomi Freedman 9F



Bar Mitzvah Marathon

Gilly Baum (8N) walked a marathon (actually nearly 50km) in aid of the charity Children's Ground – a cause that Gilly decided he wanted to support as part of his Bar Mitzvah journey. The charity is a link to his Aussie roots, as the charity champions the needs and rights of the First Nations communities in Australia.

He has raised over a £1000 for them and has literally walked his socks off!

He is a mensch of the highest order, engaging in Tikkun Olam and Tzedaka - everything that a JCoSS student should be. We could not be more proud of Gilly and wish him Mazal Tov on becoming Bar Mitzvah.



Mr de Jong, Head of Year 8

Table Tennis National Championships

Max Radiven (7W) competed in Table Tennis England's U10-U13 National Championships this term at Warwick University.

This is an invitation only event for the top England ranked players in each age category and Max managed to reach the semi-final in both the Boys Under 12 and Under 13 events, therefore winning two bronze medals.

Congratulations to Max!



Wellbeing at JCoSS

As we come to the end of a very long and challenging school year it is an ideal time to reflect. It's been a long year and I'm sure many of us are pretty exhausted and ready to say goodbye to the last year and relax, rest and reboot over the summer (whatever that may bring). But I'm also hesitant to write-off the whole year as rubbish! That doesn't feel fair or just, or even accurate. Yes, some bits have been super tough and exhausting but also there is much that we have all achieved. Maybe we just need to look harder to find it.

Achievements are something we have accomplished, especially by special effort, and there has certainly been plenty of that over the past year. Whatever our individual successes, the sheer fact of surviving the pandemic is an achievement.

Regardless of the size of our accomplishment, we should take time to recognize it, relish it and figure out how we can replicate some or all of it again. Our brain's reward system will automatically help us do this if we let it do its work. If we do, we can boost our brain to prepare for more successes. All too often, though, individuals will interrupt the workings of their brain's reward system, ignoring the "feel-good" natural chemicals their brain releases.

When we celebrate our achievements we get a hit of dopamine, that "feel-good" chemical. When we experience this 'hit', our brain pays attention to what we did to deserve it. That includes the brain calculating what's needed to repeat that action and move toward achieving our goals. The dopamine also plays a role in regulating our attention, learning and movement.

Our conditioned negative bias can encourage us to dwell on the downsides. The more we practise something the better we get at it, so it can take harder work to seek out and notice the positive and what we have achieved. But I encourage you to come up with something that you have achieved this academic year. It could be a grade, a personal goal, an act of kindness, some learning, facing hard things. Talk with your children and share something that has made you feel proud, given you a purpose and made you happy.

Well done to us all. It's been tough but let's give ourselves the gift of noticing what we have achieved, against all the odds.

Jessica Overlander-Kaye
Emotional Wellbeing Practitioner

Year 7 Football

Congratulations to Jonah Bloch 7S, Rafi Bookbinder 7W, Harley Joseph 7W, Dexter Riedl 7S, Henry Seligman 7S Dylan Kelmonson 7B and Jayden Silver 7W for outstanding team performance in reaching the finals of the Barnet School 5-a-side Football tournament. During the tournament they scored 16 goals, were unbeaten against 6 other schools and had two 5-0 wins in the group stage!



Year 9 Art - Painted Self Portraits



JASMINE CHADWICK



AMY TUCKER



NAOMI FREEDMAN



ORIYA BEN-ARI



ROCHELLE COHEN



DANA THOMAS

News from JCoSS LRC

This has been such a difficult and strange year for us all but throughout, the LRC staff have been encouraging students to keep reading and find a book they enjoy. Over the summer please continue to encourage students to use our free ebook and audiobook library, which can be accessed on student phones/laptops/ipads. Once students have downloaded the App they have access to 1500 eBooks and 900 audiobooks, all chosen for secondary age students.

Accessit
LIBRARY

Here is the link to our school LRC website <https://uk.accessit.online/jcs00>. Students can log in using their school email address.

Here is the link to our ebook and audio books <https://uk.accessit.online/jcs00> Sign in with your JCoSS email address and password. Up to two items can be issued for 2 weeks and can be renewed.

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The Week – Junior

We subscribe to this excellent magazine and you can read the latest copy on the front page of our LRC website Accessit. <https://uk.accessit.online/jcs00>.

The Week – Junior contains news from the UK and around the world and stories, information, quizzes and features.



Summer of Reading Challenge

The Week – Junior, is currently running a Summer of Reading Challenge. Read, rate and review three books, for a chance to win the following:

- A fantastic book bundle worth £200 PLUS £50 National Book Tokens
- Three runners up will win £50 National Book Tokens each
- Click on the link to find out more: <https://theweekjunior.co.uk/summerofreading>

You will find a list of 50 recommended titles, the book review form and much more.

Book Trust Book Finder

Looking for some recent book suggestions. Try 'The Book Trust' Book Finder where you will find suggestions of books to read for all age groups and genres. <https://www.booktrust.org.uk/books-and-reading/bookfinder/>

New Books in the LRC

Thanks to some kind donations we have lots of new books in the LRC ready for students to borrow in September.

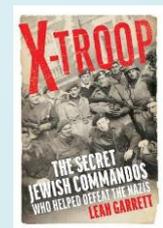
The Sad Ghost Club by Lize Meddings (2021).

Ever felt anxious or alone? Like you don't belong anywhere? Like you're almost... invisible? Find your kindred spirits at The Sad Ghost Club. (You are not alone. Shhh. Pass it on.) A graphic novel suitable for Year 7, 8 and 9.



X Troop: the secret Jewish commandos who helped defeat the Nazis by Leah Garrett (2021)

Described as thrilling and gripping, this true story follows the unique band of brothers from Europe to England and back again. Suitable for 6th Form and adults.



Becoming : Adapted for younger readers, by Michelle Obama (2021)

A younger reader's edition of the memoir by former first lady of the United States, Michelle Obama. The personal and inspiring story of how, through hard work and determination, the girl from the South Side of Chicago built an extraordinary life. Suitable for Year 7, 8 and 9.



Wishing everyone an enjoyable summer.

From all the LRC Staff, Mrs Rice, Mrs Levontine & Mrs Pragai

Year 8 PSRP students learn about and celebrate Israel

The PSRP Y8 students took part in an Israel project and created an amazing display, taught by Mr Itzhak with support from the class teacher and senior. The students focused on the school peace statue and what it means to them. The work was fantastic and they were all awarded Head Teacher commendations.



JCoSS Key Term Dates – First Half of Autumn Term 2021

Date	Time	Description
Fri 3 rd Sept	8.30am	Year 7 and 12 start
Mon 6 th Sept	8.30am	All other years return to school
Mon 6 th Sept	1.45pm	Early close for Rosh Hashana
Tues 7 th & Wed 8 th Sept	All day	Rosh Hashana – school closed
Wed 15 th Sept	1.45pm	Early close for Yom Kippur
Thurs 16 th Sept	All day	Yom Kippur – school closed
Mon 20 th Sept	1.45pm	Early close for Succot
Tues 21 st & Wed 22 Sept	All day	Succot – school closed
Mon 27 th Sept	1.45pm	Early close for Shemini Atzeret
Tues 28 th & Wed 29 th Sept	All day	Shemini Atzeret and Simchat Torah – school closed
Wed 6 th Oct	All day	Rosh Chodesh Cheshvan. School timings as normal. Details of any activities will be e-mailed.
Thurs 7 th Oct	1.45pm	Early close for open evening
Fri 8 th Oct	All day	Staff inset training day – school closed to students
Fri 22 nd Oct		Last day of first half of Autumn term

- School will end on Fridays at 1.45pm until further notice
- Return to school on Monday 1st November after half term
- There will be a staff training afternoon on Thurs 18th November – school will close at 1.45pm