

# THE BLUE COAT SCHOOL WEEKLY NEWSLETTER

## HOUSE ASSEMBLIES: AMBITION IN ACTION

This term's House Assemblies focused on the theme of Ambition, encouraging students to think carefully about their goals and how these can be translated into purposeful action. Ambition was presented not simply as aspiration, but as something that requires structure, reflection, and commitment over time.

A key part of the assemblies was practical guidance on setting effective goals using SMART targets. Students were advised to ensure their ambitions are:

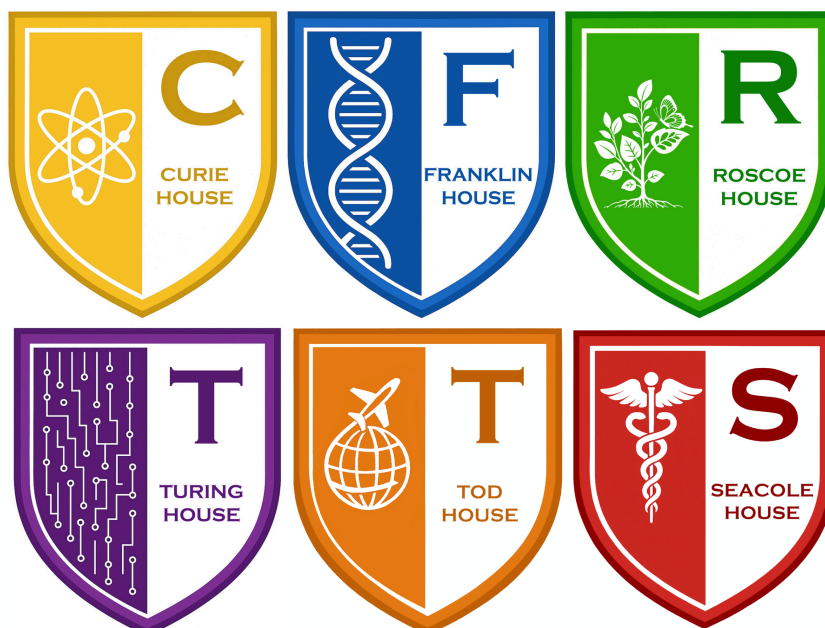
- Specific – clearly defined rather than vague intentions
- Measurable – success can be tracked and reviewed
- Achievable – stretching, but realistic
- Relevant – linked to academic progress or personal development
- Time-bound – with clear deadlines to maintain focus

Students were encouraged to apply SMART targets to areas such as academic improvement, involvement in house competitions, leadership roles, and charity fundraising, helping them break long-term ambitions into manageable, actionable steps.

The assemblies also celebrated the excellent charity fundraising work being led across the Houses. Students were recognised for their organisation, creativity, and determination in supporting worthwhile causes, clearly demonstrating ambition in action through service to others.

Looking ahead, attention was drawn to upcoming competitions, including the popular Maths Relay, where teamwork and problem-solving will be key. Students were encouraged to participate actively and represent their Houses with pride.

Finally, several important community and cultural events were promoted, including the upcoming Iftar and Chinese New Year celebrations, reinforcing the value of inclusivity, reflection, and shared experiences within the school. Overall, the House Assemblies reinforced the message that ambition is most powerful when paired with clear planning, community involvement, and a willingness to act.



## DUKE OF EDINBURGH TRAINING DAY SUCCESS

A total of 162 Year 9 students took part in a Duke of Edinburgh training day, delivered through a carousel of practical sessions designed to prepare them for their upcoming expeditions. Throughout the day, students developed a wide range of essential expedition skills, including map reading and navigation, food planning and menu preparation, emergency procedures, basic first aid, tent building, packing rucksacks using a kit list, and safe cooking using expedition stoves.

The training day gave students valuable hands-on experience and helped build confidence ahead of their expeditions. Year 9 will complete their Practice Expedition in Delamere from Friday 20th March to Saturday 21st March, followed by their Qualifying Expedition in Chorley from Friday 24th April to Saturday 25th April.

Well done to all students involved for their enthusiasm and teamwork throughout the day, we wish them every success on their expeditions!



## THE BLUE COAT EVERYMAN PROJECT: DOCUMENTARY FILMING ANNOUNCEMENT

The Blue Coat Everyman Project continues to go from strength to strength, offering students a powerful opportunity to engage with theatre, creativity, and social reflection through a professional partnership with the Everyman Theatre.

We are delighted to share the exciting news that the project will soon be the subject of a short documentary.

An associate of Caroline Tod-Richardson will be visiting the school on Thursday 23rd April to film the Everyman Project in action. The documentary will later be screened at the Everyman Theatre, providing a prestigious platform to showcase the work of our students and the impact of this unique collaboration.

### About the Filmmaker: Milla Lewis

The documentary will be filmed by Milla Lewis, a London-based writer/director and photographer whose work explores the intersection of history, memory, and myth, and how these shape our sense of connection and identity.

Milla holds a First Class degree in Photography and completed the Directing Mentorship Programme at the National Film School in Łódź. Her short film *Mercy* earned the Sundance Ignite Fellowship in 2023, and in 2024 she wrote and directed *Divine Origins*, supported by the Sundance Institute.

Alongside narrative and documentary filmmaking, Milla also works across music videos, charity projects, and professional photography, bringing a distinctive style that bridges artistic and commercial practice.

**LIVERPOOL EVERYMAN & PLAYHOUSE**



## RE REVIEW VISIT TO BLUE COAT SCHOOL

The school recently welcomed Sally Harland, Liverpool City Council, Education Partnerships Team representatives as part of a Religious Education curriculum review. The visit provided an opportunity to reflect on current practice, celebrate strengths, and identify areas for continued development.

The review concluded that Religious Education at Blue Coat is a high-performing and academically strong subject, characterised by an ambitious, values-driven curriculum that reflects the diversity of the school community. Students were recognised as highly engaged and intellectually curious, supported by clear progression from Key Stage 3 through to Sixth Form, strong leadership, and effective retrieval practice.

The RE department highlighted numerous strengths, including the department's commitment to critical thinking through worldviews, its willingness to engage with complex and sensitive issues, and the equal status of RE alongside other humanities subjects. The Sixth Form provision was particularly praised for its academic rigour, student leadership, and strong progression into further study. Enrichment opportunities such as philosophy clubs, debate, and EPQ work further enhance students' moral and ethical understanding.

The visit also identified constructive next steps, including strengthening links between RE and careers education, expanding external speakers and lived-experience opportunities, and increasing the enrichment programme. Overall, the visit affirmed that Religious Education at Blue Coat is inclusive, reflective, and forward-looking, with a clear commitment to ongoing improvement and excellence.



## BLUE COAT PRODUCTION WEEK: SHOW WEEK HAS ARRIVED!

After months of dedication, creativity, and teamwork, Production Week has finally arrived at Blue Coat, and excitement is building as we head into show week for Hadestown.

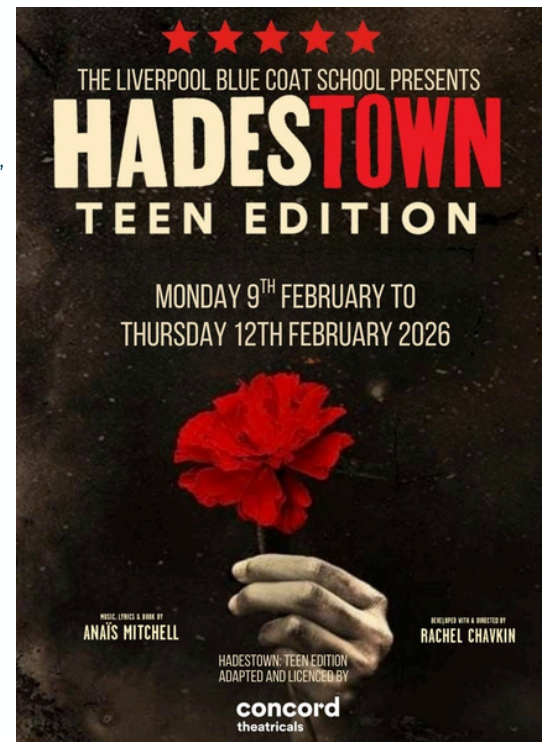
Over recent weeks, students and staff have worked tirelessly to bring this ambitious production to life. Sunday dress rehearsals have played a crucial role, giving cast, crew, and musicians the invaluable opportunity to run the show in full, refine performances, and ensure that every transition, cue, and moment is polished and performance-ready.

Behind the scenes, enormous credit is due to our site staff, who have worked closely with the Art Department to transform the performance space. Their skill, flexibility, and problem-solving have been essential in constructing the set, scenery, and props, turning creative concepts into a striking and functional stage environment.

Equally impressive has been the work of the lighting and sound crew, who have meticulously planned and programmed the technical elements of the production. From lighting states and transitions to sound cues and balance, their professionalism and attention to detail have been key in shaping the atmosphere and storytelling of the show.

Production Week is always a whole-school effort, and Hadestown is no exception. The collaboration between performers, technicians, artists, site staff, and teachers reflects the very best of the Blue Coat community.

Now, with the final preparations complete, we are proud to say that it's finally here – show week. We look forward to welcoming audiences and celebrating the extraordinary talent, commitment, and teamwork that have made this production possible.



## FUNDRAISING CHALLENGE: CHESTER ULTRA FOR WHITECHAPEL

On 28th of this month, Mrs Brindle-McDowell from the History/Politics department will be taking on an incredible physical and mental challenge by running the Chester Ultra, a 50-mile endurance event starting and finishing in Ellesmere Port. This is a remarkable achievement in itself, made even more meaningful by the fact that she is running in support of the The Whitechapel Centre.

The Whitechapel Centre does vital work supporting people experiencing homelessness and housing insecurity across the Liverpool City Region. Claire has set a fundraising target of £500, with every donation helping to support the Centre's essential services and outreach work.

If you would like to support Mrs Brindle-McDowell and this important cause, donations can be made via her JustGiving page:

<https://www.justgiving.com/page/claire-brindle-1>

Thank you in advance for your generosity and support, and best of luck to Claire for this outstanding challenge!



## YEAR 12 UNIVERSITY OF OXFORD PSYCHOLOGY OLYMPIAD

A group of Year 12 students will be taking part this Sunday in the prestigious University of Oxford Psychology Olympiad, an academically rigorous competition designed to stretch students' thinking beyond the A-level specification. The Olympiad challenges participants to apply psychological theory to unfamiliar scenarios, analyse data, and construct well-reasoned written responses under timed conditions.

The event has been led and coordinated by Ms Campfield from the Psychology Department, who has prepared students through targeted enrichment sessions focusing on research methods, evaluative writing, and higher-order critical thinking. These sessions have emphasised clarity of argument, precision in psychological terminology, and the ability to engage with novel material - key skills for success at university level.

Participation in the Olympiad will provide valuable insight into undergraduate-style assessment and offer an excellent opportunity to experience the academic expectations of studying psychology at a leading university.



# SAFER INTERNET WEEK: UNDERSTANDING THE RISKS AND RESPONSIBILITIES OF AI

As part of Safer Internet Week, students across the school took part in a range of activities designed to deepen their understanding of online safety, with a particular focus on the risks and responsibilities associated with Artificial Intelligence (AI). With AI tools becoming increasingly accessible and influential, the week aimed to equip students with the knowledge and critical awareness needed to navigate the digital world safely and responsibly.

## Assemblies: The Risks of AI

During assemblies last week, students explored how AI is used in everyday life, from social media algorithms to generative tools that can produce text, images, and videos. While recognising the benefits of AI, assemblies focused strongly on potential risks, including:

- Misinformation and AI-generated content that appears credible but may be inaccurate or misleading
- Over-reliance on AI tools, particularly in academic work
- Issues around data privacy, digital footprints, and consent
- Ethical concerns, such as bias, deepfakes, and misuse of personal information

Students were encouraged to think critically about where AI content comes from, who controls it, and how easily it can be misused if not handled carefully.

## Form Time Activities: Online Behaviour and Digital Choices

In form time, students took part in structured activities centred on online activity and personal responsibility.

These sessions prompted discussion around:

- How students use social media, messaging apps, and online platforms
- Recognising unsafe or inappropriate content
- Understanding how quickly information can be shared and permanently stored online
- The importance of respectful communication and reporting concerns

These discussions reinforced that online behaviour should reflect the same standards of respect, honesty, and safety expected offline.

## Using AI Appropriately

A key focus of Safer Internet Week was helping students understand how to use AI appropriately, particularly in an educational context. Students were reminded that AI tools should be used to:

- Support learning, such as explaining concepts or helping plan work
- Develop ideas rather than replace independent thinking
- Check understanding, not complete assessed work on their behalf

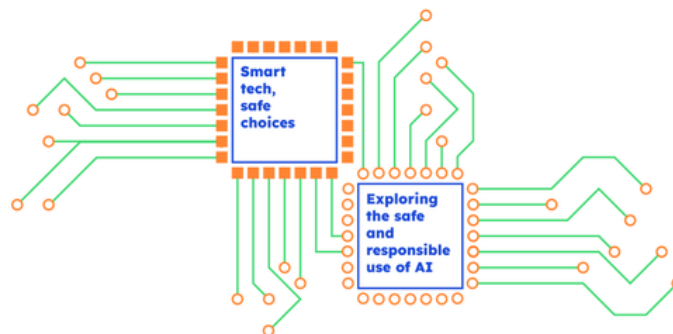
Clear guidance was given on academic integrity, with emphasis on the fact that submitting AI-generated work as one's own is inappropriate and may carry serious consequences.

## What to Be Aware Of

Students were also advised to remain alert to several important risks when using AI and online platforms:

- Never sharing personal or sensitive information with AI tools
- Being cautious about trusting AI-generated answers without verification
- Understanding that AI outputs can reflect bias or inaccuracies
- Knowing where to seek help if something online feels unsafe or uncomfortable

Overall, Safer Internet Week provided a valuable opportunity for students to reflect on their digital habits, understand the evolving role of AI, and develop the skills needed to make informed, responsible choices online. The school remains committed to supporting students in becoming safe, ethical, and confident digital citizens.



# SPORTS ROUND-UP

It has been another busy and successful week for Blue Coat Sport, with strong performances across a wide range of activities.

## Handball

The Blue Coat U16s put in an excellent performance, securing a 23-14 victory over Kirkby High U16s in a confident and well-controlled match.

## Badminton

Huge congratulations to our KS4 boys' badminton team - Tejas S, Sid R, Lucas S, Isaac K, and Shaun Z - who were crowned Merseyside Champions. The team now progress to the Regional Finals, an outstanding achievement.

## Football

The Blue Coat U18s edged a tight contest against Calday, winning 1-0 in the Everton Junior Shield and progressing through to the quarter-finals. Meanwhile, the Blue Coat U12s narrowly missed out on a place in the final of the Liverpool Cup, losing 1-0 to Calderstones in the semi-final after a strong cup run.

## Basketball

The Blue Coat U12s finished a commendable 3rd place in the LSSP tournament. The Blue Coat U18s delivered a dominant performance, defeating Thomas Telford U18s 82-33, and advancing to the last 16 of the National Schools competition.

## Table Tennis

At the Merseyside Individual Championships, 25 students represented the school. A special mention goes to Harry V, who reached the U13 quarter-finals, and Ranveer C, who finished as U16 runner-up. Well done to all students involved for their commitment and effort.






**READING**  
Spax Super Star


 **ADHWIK (8FR)**


 **HONGHA (7TU)**


 **HONGYANG (7TO)**





**MATHS**  
Spax Super Star

 **HAYDON (10TO)**

 **MARYAM (7TU)**

 **LEIGHTON (10TU) / NIK (9TO)**



## KEY DATES

Date	Event
Monday 9th February - Thursday 12th February 2026	School Show - Hadestown
Friday 13th February 2026	Term ends at 3:30pm
Monday 16th February 2026 - Friday 20th February 2026	Half Term / Ski Trip
Monday 23rd February 2026	Students Return
Tuesday 24th February 2026	Y13 UCAS Next Steps Evening
<b>Thursday 26th February 2026</b>	<b>Chinese New Year Celebration Event - 3.30-5.30pm</b>
Tuesday 3rd March 2026	Y13 Parents' Evening - 4:15pm
<b>Thursday 5th March 2026</b>	<b>Community Iftar - 5:00-7:30pm</b>
Friday 6th March 2026	Careers Fair
Tuesday 10th March 2026	Y12 Next Steps Evening
Thursday 12th March 2026	Y11 options deadline
Monday 16th March 2026	Y8 Careers Day
Friday 20th March 2026 - Saturday 21st March 2026	Y9 DofE Bronze practice expedition
Thursday 26th March 2026	Open Day
Thursday 26th March 2026	Term ends at 3:30pm
Friday 27th March 2026 - Friday 10th April 2026	Easter Break

**\*new event on the calendar**





YOU ARE INVITED

## Blue Coat Community Iftar

Thursday 5th March 2026  
5-7:30 PM  
Shirley Hall

Tickets available via Parentmail  
Students - £8  
Parents/Carers - £12

This is a ticket only event and the price includes food and drink as well as talks from members of our local community and students, and a fun quiz. Students, Parents and Carers observing Ramadan will be able to pray after breaking their fast.



## RAMADAN

### Iftar Menu

#### STARTERS

Dates & Fruit  
Vegetable Samosas  
Lamb Samosas  
Seekh Kebabs  
Chicken Tikka

#### MAINS

Chicken Pilau Rice  
Lamb Curry  
Butter Chicken

#### VEGETARIAN MAINS

Plain Pilau Rice  
Dal Makhani  
Vegetable Curry




# Chinese New Year

Join us for a fun and cultural Chinese New Year celebration featuring an introduction to Chinese New Year and an interactive quiz, a raffle, traditional Chinese games, hands-on crafts, and a Chinese tea tasting experience.

**Thursday 26<sup>th</sup> February 2026**  
**3:30-5:30**  
**Chapel, 6<sup>th</sup> Form Area and Bistro**

Dress Code: Wear Red for Good Luck

**Tickets : £3**  
**Including Food, Raffle Ticket and Activities**  
**Available on Parentmail**



## SUPPORT THE EXPERIENCES THAT HELP SHAPE STUDENTS

From clubs and competitions to creative projects and performances, our students gain so much from extracurricular opportunities, and your support keeps them going.

A contribution of just £10 per term (£30 per year) per student makes a real difference. Plus, every £10 donation earns a chance to win £50 in our monthly raffle!

See Parentmail for payment details and give today, together we can keep our enrichment programme rich, varied, and open to all.



## The Liverpool Blue Coat School Foundation

# DEDICATE A PLAQUE ON OUR CHAPEL PEWS



We invite alumni, families and friends of the school to leave a lasting mark on our community by sponsoring a personalised plaque on a chapel pew.

For £100, you can dedicate a plaque in your name or in memory of a former student, becoming a meaningful part of the school's history for generations to come. This is a unique opportunity to honour a loved one, celebrate your connection to the school, and support the ongoing care of our cherished chapel.



Email: [foundation@bluecoatschool.org.uk](mailto:foundation@bluecoatschool.org.uk) for more information



# What Parents & Educators Need to Know about AI-GENERATED VIDEOS

## WHAT ARE THE RISKS?

AI-generated videos are increasingly difficult to spot and easy to share. From fake news clips to deepfake abuse, children and young people face new risks every day online. These videos can imitate real people, spread false narratives or even generate harmful content from scratch. Understanding these dangers is crucial for schools and families who want to protect children in a fast-evolving digital world.

### DEEPPAKE ABUSE CONTENT



Shockingly, artificial intelligence is now being exploited to create child sexual abuse material (CSAM). These synthetic images and videos are a form of digital abuse, often generated by manipulating real children's photos, including ones shared innocently online. Worryingly, the Internet Watch Foundation (IWF) has identified a sharp rise in this disturbing trend. Whether real or AI-generated, this content causes lasting trauma – and its creation or possession remains a criminal offence under UK law.

### BLURRED REALITY



Regular exposure to fake content can erode a child's trust in real-world evidence. If everything can be faked, they may begin to question genuine videos – including actual abuse or injustice. This is known as the 'liar's dividend', where real harm is dismissed as fake news. It can discourage victims from coming forward or speaking up.

### USED FOR BULLYING



Deepfake technology is already being used by peers to create embarrassing or explicit clips of classmates. These videos can be edited to appear as though a child said or did something they never did. Once shared, they are almost impossible to delete completely. AI-generated bullying adds a new layer of harm that is deeply personal and difficult to prove.

### EMOTIONAL MANIPULATION



AI-generated videos can be used to provoke strong emotions, including fear, anger or guilt. False footage of crying children, injured animals or burning buildings may be created purely for clicks, donations or political influence. Children may feel upset or powerless, unaware that what they are watching has been digitally invented to manipulate their reaction.

### DISINFORMATION



AI-generated videos can spread fake news, making it harder for children to separate fact from fiction. False clips may include deepfake interviews, hoax disasters or fabricated health claims. AI is already being used to produce misleading or persuasive material that appears authentic. If they don't develop media literacy, children may accept false content as truth.

### IMPERSONATION AND SCAMS



With just a few photos or voice clips, AI tools can imitate someone's appearance or speech. This makes it easier for scammers or bullies to create fake videos of children, teachers or celebrities. These impersonations can be used for fraud, harassment or humiliation – and can spread quickly through social media or group chats, due to the viral potential of video, in particular, on social media.

## Advice for Parents & Educators

### TEACH HOW IT WORKS

Explain to children that videos can be faked – and show them how. Demonstrating side-by-side examples of real vs AI-generated clips helps to build awareness. Discuss how faces, voices and even movements can be copied by machines. Understanding the technology reduces fear and builds confidence in navigating digital content safely.



### TALK ABOUT TRUST

Always keep lines of communication open. If a child sees something upsetting or unbelievable, they should feel safe discussing it without judgement. Create an environment where they know they will not get in trouble for asking questions. This also helps you step in quickly if harmful content has been shared; trust is vital and needs to be nurtured.



### ENCOURAGE CRITICAL QUESTIONS

Help children question what they watch. Who made this? Why was it made? Is it trying to persuade me? These habits encourage digital thinking, especially when videos seem too shocking or convenient. Reinforce that not everything shared by friends or influencers is true, even if it looks convincing at first, and that the initial approach should always be one of speculation.



### STRENGTHEN PRIVACY SETTINGS

Advise children not to share voice notes, selfies or personal videos on public platforms. AI tools often scrape content from social media to create deepfakes. Use privacy controls to limit who can see their content and turn off facial recognition where possible. Fewer public images means fewer opportunities for misuse.



### Meet Our Expert

Brendan O'Keefe is a headteacher and digital education consultant with over a decade of experience in education. As Director of Digital Strategy across multiple schools and an advisor to The National College, he specialises in digital safety, PREVENT, and pastoral care.



#WakeUpWednesday

The National College