La Sainte Union Catholic School

Family Bulletin

9th February 2026

Dear Parents and Carers,

This edition of the family bulletin features information about the Opportunity centre and the activities we have planned for the February half term including filmmaking, arts and crafts, sports and revision classes as well as access to the study centre. If your child would like to participate please make sure that they sign up using the link provided as they are always very popular and places are limited. Mr Sukumaran is also available in the dining hall daily for your child to talk through any sessions on offer.

It has been an exciting couple of weeks with our students gaining exposure to numerous experienced. These have included:

- PSHE productions from Loudmouth Theatre
- Pathways day for Year 9 providing students with taster sessions
- Curriculum Enrichment Day

Two other notable experiences firstly include La Sainte Union's engagement in the G- EPIC project which as been featured in the Ham and High:

La Sainte Union leads efforts to empower girls in politics | Ham & High

Secondly, we were delighted to welcome the BBC to complete filming for the One show which will air on 17th February. The piece focused on Dame Maggie Aderin Pocock who is a space scientist and science educator and an alumni of La Sainte Union.

Wishing you a safe and restful half term.

Best Wishes

Miss Ridge

Bright Women with Bold Futures.

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Chaplaincy Corner

5th Sunday of Ordinary Time -Matthew 5:13–16

Jesus tells his followers: "You are the salt of the earth" and "You are the light of the world" (Matthew 5:13–16). Salt preserves what is good and brings flavour; in the same way, respectful choices protect relationships and keep a community healthy. Light reveals, guides and encourages; respect becomes a "light" when it lifts others up through kindness, fairness and careful speech.

St Leo the Great preached "Christian, remember your dignity." This reminds us that dignity is a gift from God, not something earned through popularity or performance. Knowing our dignity helps us practise self-respect—making choices that protect our wellbeing—and it strengthens our ability to respect others, especially in moments of disagreement. If we remember this and live up the great worth bestowed on us by God; we will not lose our saltiness or hide our light.

Archbishop-Elect Moth

Pope Leo has appointed Bishop Richard Moth as the next Archbishop of Westminster. He will be installed on the 14th of February at the Cathedral. Please pray for the Archbishop-Elect as he prepares to take on this great responsibility. We also give thanks for his predecessor Cardinal Nichols who has shepherded our diocese since 2009.

Mass for the feast of St. Agatha.

Fr. Tommy celebrated Mass for Years 10& 11on the feast of St. Agatha, Virgin and Martyr. He reminded the students that St. Agatha reminds us that even in the most difficult and painful situations we must hold on to the love of God.

Mass was served by members of our new Altar Servers team. The team has been introduced by the Student Liturgy Leaders and is growing.

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National Apprenticeship Week: 9th–13th February

This week, we will be celebrating National Apprenticeship Week from Monday 9th to Friday 13th February.

Throughout the week, students will be taking part in a range of activities designed to help them:

- Learn more about apprenticeships and technical education
- Explore different career pathways
- Understand how apprenticeships can offer valuable routes into employment, training, and further study

National Apprenticeship Week is a great opportunity to challenge misconceptions and highlight the wide variety of opportunities available to young people.

We encourage parents and carers to talk with their children about what they learn during the week and explore apprenticeship options together.

You can find out more about apprenticeships in this helpful guide for parents and carers: https://www.amazingapprenticeships.com/wp-content/uploads/2025/07/Parents-and-carers-guide-to-apprenticeships-1.pdf

Thank you for your support,

Ms H. Boyd

Deputy Director of Sixth Form

Safer Internet Day 2026 - Exploring the safe and responsible use of AI

This year's Safer Internet Day is on 10th February 2026 and focuses on the importance of understanding and navigating the implications of artificial intelligence in our daily online interactions.

To help develop your understanding, we have provided the following resources:

1. AI Virtual Friends
2. AI-Generated Videos
3. Generative AI Safety

Please take time to look through them and speak with your child about what they are using.

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What Parents & Educators Need to Know about

AI VIRTUAL FRIENDS

Artificial intelligence has seen significant development over the recent months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat). One form of AI that has become especially popular has been the 'AI friend' or chatbot. There are now numerous 'virtual friend' apps available, with other successful platforms likely to adopt it soon.

WHAT ARE THE RISKS?

CONTENT AND ACCOUNTABILITY

AI chatbots may not always recognise when content is age inappropriate or harmful and should be filtered out. As a result, there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could possibly hinder the development of their real-life social skills.

LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying insensitively to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour. As many chatbots originate from the USA or UK, for instance, they can display a distinctly western-centric worldview. This could lead to children developing skewed attitudes and behaviours if they interact with the AI consistently.

COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, their creativity and their ability to engage in open-ended discussions with other people.

PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts warn that there may be significant risks associated with how this information is stored and used (for instance, the possibility of potential breaches or misuse by third parties).

Advice for Parents & Carers

CHAT ABOUT CHATBOTS

If a child is already expressing an interest in AI apps, then a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with children and perhaps do your own research to ensure that you think they're suitable. Once you're totally happy, you could sit and explore the range of AI chatbots together.

CREATE A SAFE ENVIRONMENT

If a child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

FIND A BALANCE

Work alongside children to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children still get plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps children can download and interact with. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to them. Emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something inaccurate or skewed by bias.

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that we become more aware of the risks around technology, as well as the benefits.

#WakeUpWednesday®

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

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.

DEEPFAKE 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'Keeffe 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®

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What Parents & Educators Need to Know about

GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY

✓ Real
✗ Fake

Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

REDUCED CRITICAL THINKING

Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

DIGITAL DEPENDENCY

Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

UNCLEAR ETHICAL BOUNDARIES

Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.

ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.

PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.

ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.

Opportunity Centre – February Half Term

We are offering these free activities every day during February Half Term

Monday 16th February to Friday 20th February 2026

Sports, Creative activities

Morning sessions 10am – 12pm

Afternoon sessions 1pm– 3pm

Study Centre & Revision classes: times vary, see the schedule

Places are limited for each session so early sign up is advised. **Free Lunch will be provided to any student staying all day.**

You will need to wear clothing suitable for the sports activity (not jeans etc) and trainers

Revision Classes:

Date	Time	Teacher	Subject	Year Group
Monday 16th February	9:00am – 12:00pm	Mr L Daley	GCSE English Edexcel	Year 11
Monday 16th February	9:30am – 12:00pm	Mr O Olubajo	Maths GCSE Edexcel	Year 11
Monday 16th February	1:00pm – 3:30pm	Mr O Olubajo	Maths GCSE Edexcel	All Year Groups
Monday 16th February	1:00pm – 3:30pm	Ms J Quansah	Study Centre English Support	All Year Groups
Monday 16th February	9:30am – 12:30pm	Mr M Davoren	GCSE Religious Studies B AQA	Year 11
Monday 16th February	1:00pm – 3:30pm	Mr M Davoren	GCSE Religious Studies B AQA	All Year Groups
Tuesday 17th February	9:30am – 12:30pm	Ms J Quansah	Study Centre English Support	All Year Groups
Tuesday 17th February	1:00am – 3:30pm	Ms J Quansah	Study Centre English Support	All Year Groups
Tuesday 17th February	9:30am-11:30pm	Ms K Doogan	AQA History A level: The American Dream	Year 12
Tuesday 17th February	11:00am – 1:30am	Ms K Doogan	AQA History A level: The American Dream	Year 13
Tuesday 17th February	9:30am – 12:30pm	Ms I Becerra	GCSE French AQA Higher	Year 11
Tuesday 17th February	1:00am – 3:30pm	Ms I Becerra	GCSE French AQA Foundation	Year 11
Tuesday 17th February	9:30am – 12:30pm	Mr M Davoren	GCSE Religious Studies B AQA	Year 11
Tuesday 17th February	1:00pm – 3:30pm	Mr M Davoren	GCSE Religious Studies B AQA	All Year Groups

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Date	Time	Teacher	Subject	Year Group
Wednesday 18th February	9:30am – 12:00pm	Mr O Olubajo	Maths GCSE Edexcel	All Year Groups
Wednesday 18th February	9:30am – 12:30pm	Mr H Hollins	GCSE Religious Studies B AQA	All Year Groups
Wednesday 18th February	1:00pm – 3:30pm	Mr H Hollins	GCSE Religious Studies B AQA	All Year Groups
Wednesday 18th February	9:30am – 12:30pm	Ms J Quansah	Study Centre English Support	All Year Groups
Wednesday 18th February	1:00am – 3:30pm	Ms J Quansah	Study Centre English Support	All Year Groups
Thursday 19th February	1:00pm – 3:30pm	Mr O Olubajo	Maths GCSE Edexcel	Year 11
Thursday 19th February	9:30am – 12:30pm	Mr H Hollins	GCSE Religious Studies B AQA	All Year Groups
Thursday 19th February	1:00pm – 3:30pm	Mr H Hollins	GCSE Religious Studies B AQA	All Year Groups
Thursday 19th February	9:30am – 12:30pm	Ms J Quansah	Study Centre English Support	All Year Groups
Thursday 19th February	1:00am – 3:30pm	Ms J Quansah	Study Centre English Support	All Year Groups
Friday 20th February	9:30am – 12:30pm	Mr H Hollins	GCSE Religious Studies B AQA	All Year Groups
Friday 20th February	1:00pm – 3:30pm	Mr H Hollins	GCSE Religious Studies B AQA	All Year Groups
Friday 20th February	9:30am – 12:30pm	Ms J Quansah	Study Centre English Support	All Year Groups
Friday 20th February	1:00am – 3:30pm	Ms J Quansah	Study Centre English Support	All Year Groups
Friday 20th February	9:30am – 12:00pm	Ms A Defoe	Computer Science OCR GCSE: Paper 1	Year 11
Friday 20th February	1:00pm – 3:30pm	Ms A Defoe	Computer Science OCR GCSE: Paper 2	Year 11

Filmmakers Club:

1pm – 3pm Wednesday 18th & 10am – 12pm Thursday 19th February 2026

Art & Craft Activities

Monday 16th February & Tuesday 17th February
10am -12pm & 1pm – 3pm

Wednesday 18th February
10am – 12pm

Thursday 19th February
1pm -3pm

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Friday 20th February
10am -12pm & 1pm – 3pm

Trampolining

Monday 16th February, Tuesday 17th February and Wednesday 18th February 2026

10am to 3pm

Football, Basketball and Volleyball sessions

Thursday 19th February 2026 & Friday 20th February 2026

10am - 3pm

The Study Centre is open 9:30am – 3pm every day throughout February Half Term

Come in to revise independently or in small groups or complete work/coursework

There will be access to IT and the study room will be supervised by a member of staff every day. English support staff available.

Lunch provided free of charge for everyone attending a full day at the Opportunity Centre

You must register for all activities by using this link:

https://forms.office.com/e/ef0Lbs5DT4?origin=lprLink

Please direct enquiries to Mr Suresh Sukumaran ssukumaran@lsu.camden.sch.uk

Water explained by A Level Biologists

We are delighted to share some excellent A Level documentary work created by our very talented biology students alongside some amazing family guest stars, exploring the biological principles of water. These projects showcase their curiosity, scientific understanding, and creativity.
Well Done, Connie, Natailia, Aleena, Linna & Zain (Year 12)

Video water.mov 16be4efa-408d-47ec-be44-8c4f48f3473a.mov

Important Dates

Thursday 12th February – Year 12 Parents Evening

Monday 16th February – Friday 20th February – Half Term

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TERM DATES 2026-2027 updated

Autumn Term

Tuesday 1st September – **INSET**

Wednesday 2nd September – **INSET**

Thursday 3rd September -**Year 7 Pupils return/ Academic Review Day (Y8-11 by appointment with parents)**

Monday 26th October- Friday 30th October- **Half Term**

Monday 2nd November – **Pupils Return**

Spring Term

Monday 4th January – **INSET**

Tuesday 5th January – **Pupils return**

Monday 15th February- Friday 19th February – **Half Term**

Monday 22nd February- **Pupils return**

Thursday 25th March – **Last day of term**

Summer Term

Monday 12th April- Pupils return

Monday 3rd May- **Bank Holiday**

Monday 31st May- Friday 4th June **– Half Term**

Monday 7th June - **Pupils return**

Tuesday 20th July– **Last day of term**

Wednesday 21st July **– INSET (disaggregated)**

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Report card for La Sainte Union can be accessed here:

https://camden.schoolreport.org.uk/school/index.html?schoolId=2025401

Alternatively, you can scan this QR code with your phone's camera:

PSHE topics

Year 7 - Introduction to periods

Year 8 - Shout Out UK workshops on media literacy and counter-extremism

Year 9 – Camden Choices Programme

Year 10 - Camden Consent Programme

Year 11 - Parenthood and fertility

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