

## Message from the Head Teacher



Our vision, as a school community, is clear. We want every student to be challenged to achieve his best. We have maintained support for our Year 11 students far longer than most schools. We still have scheduled extra revision sessions- including weekend sessions. As Year 11 parents will know from the emails they have received we have relaxed the expectation for attendance for Year 11. Students are now expected to be in school for lessons or revision sessions, for any subject they are still to sit an examination.

The changes we have made to Head of Year has caused a little confusion.... apologies for that. To clarify; if your son is in Year 7 his Head of Year is now Mrs McCann who will be his Head of Year for Year 8. Students currently in Year 8 have Mr Woodcock who will be their Head of Year for Year 9. Students currently in Year 9 have

Mr Sullivan who will be their Head of Year in Y10. Mr Challis has taken over responsibility of students currently in Year 10 and will be their Head of Year in Year 11. Mr Eldridge will be the Head of Year 7 from September. The changes were made from the start of this Half Term. I'm glad I've made that clearer!

Can I bring to your attention the road works in Bourne Road, Crayford – the impact on the amount of traffic using Halcot Avenue and Gravel Hill is huge. We have been reminding students about the importance of road safety; I would appreciate it if you could reinforce this message. It may also affect the journey time to and from school. If your son has a morning exam, please consider allowing extra time for his journey

As part of the Corpus Christi Partnership we have been privileged to be part of a project lead

## Fred's Prayer for the Week

Heavenly Father,  
You bring us to the beginning of a new day,  
help us to appreciate the beauty that you have made.  
As we partake in the receiving of communion help us now to grow in love of service for others, and that none may love you less because of me.  
Let me be a beacon of your love in all that I do and say. Amen.

God bless - Fred (Chaplain)

by Dr Jane Overbury, Principal of Christ the King Sixth Form College. We have copied on page 2 part of the website [www.thelondonbrokerage.co.uk](http://www.thelondonbrokerage.co.uk) that describes this work. It has been an excellent opportunity for staff and student development and a great source of research to inform our ongoing self-reflection.

Mr Fisher



*Visit our website just scan our QR code here!*

## Thank You and Good Luck to Our School Council!



Possibly the last time the current School Council will be together as Year 11 students are working through their GCSE exams. Thank you for your service boys!

## Christ the King LSEF Project



*Dr Jane Overbury (pictured), Principal of Christ the King Sixth Form College, recalls a conversation with educationalist and academic Dr Tony Sewell which developed into the research project her college has been leading on since January 2014.*

‘Tony and I were discussing a piece in the TES about the London Schools inquiry [chaired by Dr Sewell] in which he described how he had sat in on a lesson at Eton and was taken aback by what he describes as its intensive “super teaching”. By the end of the 40-minute class, he said he had written down 30 facts he had not known before.’

‘It was the 30 facts that intrigued me,’ she adds.

Dr Overbury was interested in the data showing that independent school pupils are over-represented in the league tables in terms of top grades at GCSE and A-level, and that these same pupils then go on to Russell Group universities – again demonstrating an over-representation of students educated in the independent sector.

**“I wanted to explore this further and wondered what we might learn by going into some leading independent schools to see what they’re doing in terms of day-to-day practice and subject teaching”**

‘The prevailing view is that privilege accounts for most of this success. I wondered whether there were other

factors at work,’ says Dr Overbury. ‘I wanted to know what learning looks like in independent schools, how the knowledge-rich curriculum was delivered, and in particular the pedagogy of teaching at Key Stage 4 and 5.’

Dr Overbury says that while there are differing views of what a good lesson should look like, she was interested in learning more about a knowledge-rich curriculum.

**‘Were there things that we could learn from this type of teaching? I just wanted to see. Was there something we could synthesise and bring back into state schools?’**

But where to begin? Dr Overbury didn’t have contacts with independent schools and she credits Dr Sewell with brokering those inter-school relationships. Dr Sewell also became a member of the Steering Group which was set up to oversee the project, along with Ian Warwick (Director of London Gifted and Talented) Dr Rupert Evenett (Governor) and Noreen Richardson (Assistant Principal) both of Christ the King College. Each of the state and independent schools nominated a project link and Dr Sue Sing was appointed as project researcher and manager.

The steering group, together with the project links shaped the project model. Everyone was clear about what they wanted the project to be.

‘We needed a systematic, empirical approach in order to find out what makes the difference in the way independent schools teach,’ says Dr Overbury.

She adds: ‘We wanted to know what we can learn from each other. We know we’re dealing with different cohorts

of students, but there are similarities. We have bright, ambitious students in the state sector too.’

And if there were any worries about how the state schools would be received by their independent sector partners, there was no need.

‘Everyone has been keen to engage in the research,’ says Dr Overbury. She hoped that the proposed project would provide something different to existing partnership schemes.

**‘It was a research-based project. It was about professionals working together, and I hoped that would appeal.’**

And as early discussions evolved into a series of visits, the pace picked up. The project has now been running for over a year.

‘They’ve been so professional and committed,’ says Dr Overbury of her independent and state-sector partners.

‘Teachers and project leads have made a huge time commitment apart from anything else. They’ve gone into each other’s schools. Head Teachers have released staff in maths and sciences and English to take part in the project and have hosted teachers in their schools. Schools across the sectors have made each other very welcome.’

But the thing that has most impressed Dr Overbury is the openness of all schools and teachers involved. ‘They’ve allowed teachers to research what’s going on in their schools and teachers have welcomed others into their classrooms. They’ve been very open and willing to share practice.’

She says the project has now developed into a rewarding professional dialogue. ‘It feels very much like all teachers are equal partners. If you look at our English online network, for example, it’s a group of professionals discussing how we might do things differently – how what works in one setting might, or might not, work in another, why and possible adaptations for more effective practice.’

Dr Overbury says the project steering group was careful to establish the project as non-judgemental from the very start. ‘In the first year we wanted the teachers to be teacher-researchers. We were very clear in our research training and project protocols that it was not about going into others’ classrooms to judge practice. On the first exchange visits into each other’s classrooms the teachers were asked only to describe what they saw in the lesson. After the first visit, the data was analysed to see if there were any emerging patterns that might warrant further exploration in the second visit.

**‘We wanted teachers to be researchers, not judges. It was important that we were testing things from a research perspective.’**

And was there any resistance from staff? Dr Overbury says some teaching staff did wonder what they would learn. But as soon as it became clear this was a conversation between professionals, enthusiasm grew.

‘It’s great to see the level of dialogue now going on,’ she says.



CHRIST THE KING  
SIXTH FORM COLLEGE

## Vote CRiBS!

As you may know the charity CRiBS has their big blue bus on site and many students have visited it over the past week. CRiBS are looking to win a pot of £5,000 to keep the bus roadworthy and you can help make this possible by voting online. Just go to [www.cribsonline.org](http://www.cribsonline.org) and click on the **One Family** link before 29th June. Imagine how many votes the charity could receive if every family member linked to St Columbas voted!

CRiBS are keen to win this funding from One Family to pay for repairs and upkeep of the bus. The bus was renovated some years ago and is used to go into schools to take lessons and do various community events. Some of the primary school children's comments show just how well some lessons on Friendship were received.

Their spelling may raise a smile, but the sentiment is heart warming:

"I rearlee injoyd it."

"I love the pupit show."

"It was so so so much fun."

"the CRiBS bus woos good fun.  
I like the CRiBS bus so much."

"I learnt a lot about friendship...  
it was amazing thank you."



**Please take just a few minutes to vote and keep the big blue bus on the road!**

Voting is open until 29th June for an award of £5,000 to keep our Big Blue Bus on the road. Please vote for us at:

[onefamily.com](http://onefamily.com)

**Vote today before time runs out!**



### LUNCH MENU FOR WEEK COMMENCING

15th JUNE 2015

Breakfast: 7.45am - 8.15am

Hot Snacks, Filled Rolls & Baguettes served daily

#### MONDAY

Sausage & Mash

✓ Cod Florentine with Spinach and Mushroom in White Sauce

#### TUESDAY

African Beef Stew with Jollof Rice

✓ Mixed Bean and Tomato Chilli with Rice and Salad

#### WEDNESDAY

Roast Chicken with Garlic Herb Potatoes

✓ Baked Leek and Potato Gratin

#### THURSDAY

Barbecue Pork and Bean Sprouts

✓ Vegetarian Stir Fry

#### FRIDAY

✓ Fish & Chips



*Our school is an inclusive place of learning that celebrates and welcomes diversity.*

*Every member of our community is a unique and special creation of God and is known, cared for and valued for the contribution they make.*

*Every student is challenged and supported to achieve his best.*

Head Teacher  
N.Fisher MA, BA(Hons), PGCE, NPQH

Deputy Head Teachers  
Dr.L.Fripps EdD, MA, B.Ed(Hons), NPQH  
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Website: [www.st-columbas.bexley.sch.uk](http://www.st-columbas.bexley.sch.uk)

*A Christian community where everyone has the right to be happy, be safe and achieve.*

### **A message to Year 11 students**

You are now into the swing of your GCSE exams, the last tests you will do here at St Columba's. We are very aware of how hard you have worked over the five years you have been here but you also need to be aware of this:

The GCSE results do not tell the full story about you. The GCSE examiners may be able to grade you in a particular subject but they don't know you the way that we do or your family certainly does.

They do not know that some of you speak more than two languages; that some of you excel at football, some at basketball or some of you are extremely talented at drawing. The results may show your ability in academic subjects, your facility with English and your skills in Maths but they don't show your loyalty to your friends and family. They won't show your sense of humour, your desire for justice and fairness or your concern for those less fortunate than yourselves.

Your school's vision statement says in part '...every member of our community is a unique creation of God.' We believe this wholeheartedly. We want you to succeed to the fullest extent you are capable of and have pushed, challenged and supported you to ensure that you do. But whatever your grades turn out to be, they give an insight to just one part of your personality and character. We hope to have contributed to that development and instil in you an appreciation of your own worth and that of others too.

We hope that you will do yourselves proud in your GCSEs. But you are more than that. You are a St Columba's boy.

We are proud to have had you as St Columba's boys over the past five years.

Yours sincerely



Mr Fisher  
Head Teacher



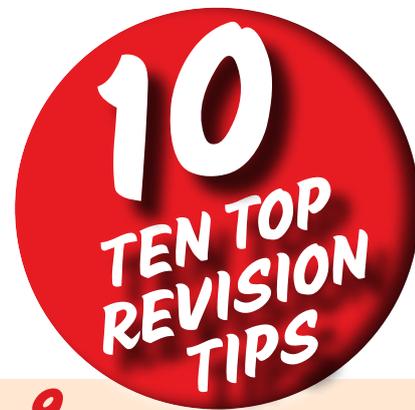
CATHOLIC ARCHDIOCES  
OF SOUTHWARK

## Revision Timetable for Years 10 and 11 Week Commencing 15 June

Date	Time	Subject	Venue
Mon 15 June	7.30am	Biology (B3)	Sc1
Tue 16 June	Periods 3 & 4	Chemistry (C3)	Sc2
Wed 17 June	7.30am	Chemistry (C3)	Sc2
	Periods 3 & 4	Physics (P3)	Sc8
Fri 19 June	Periods 3 & 4	Physics (P3)	Sc8

## The Association of School and College Leaders (ASCL) gives top tips for exam revision season

As thousands of young people prepare to sit exams this summer, Cherry Ridgway, Curriculum and Assessment Specialist at the Association of School and College Leaders, has written a 10-point guide to help students prepare:



**1**

If you have not done so already, make sure you prepare an exam revision timetable. Plan short spells of revision, about 30 minutes to an hour at a time, as this is the most effective way to learn. Your concentration lapses after about an hour and you need to take a short break of about 10 minutes.

**2**

When you prepare your revision timetable, make sure you plot in your school timetable, your exam dates, and the things you don't want to miss out on. Let's face it, you will still want to see that Saturday football match or go to your friend's birthday party. Make it part of your planning.

**3**

There are some good resources which will help you plan your timetable, such as phone apps like Class Timetable and Exam Countdown, and the Revision World website, which also has lots of other useful advice.

**4**

Build reward time into your timetable. For instance, a full day of revision could equal a trip to the cinema.

**5**

Don't spend ages making the timetable, or your revision notes, look pretty. Exam timetables are great as long as they don't become a revision avoidance technique.

**6**

Find somewhere quiet to revise – your bedroom, school, your gran's house – and refuse to be interrupted and distracted.

**7**

Don't revise in front of the television, or while listening to the radio. Sit at a proper table or desk if you can. Bed isn't a great place to revise as snoozing is far too tempting.

**8**

Always start by revising the most difficult topics while you are fresh rather than using your best concentration on the more straightforward ones.

**9**

Do mix up how you approach revision by trying different techniques. Try some of these:

- Make your own learning mind maps – either on paper or use something like iMindMap or Popplet apps.
- Make flash cards. Write the facts on one side and some questions on the other and then test yourself. Try apps like Flashcards+ and Evernote Peek.
- Make your own revision notes, either on paper or using one of the many notes apps.
- Make electronic or paper Post-it notes for key things you keep forgetting and put them where you will see them – on your tablet, PC, mirror, phone etc.
- Read your revision notes out loud. We remember more than twice as much when we read aloud compared to when we read silently.
- Practice on past exam papers and revision tests. There are lots available on the web. Initially, do one section at a time - and progress to doing the entire paper against the clock.
- Use revision guides.
- Note down things you still don't understand so that you can ask your teachers to talk you through them. Never be embarrassed to ask.

**10**

Stay in good health. Eat a balanced diet, exercise (it keeps your brain active) and get enough sleep. And finally.....

*...good luck!*

The vowels have been taken out of some mathematical words. Can you work out the words: CB, RDS, DGNL, NGL, QLTRL, CN, CT, LGBR, VRG, RT, R ?

The digits of the year 2000 add up to 2, 2001 add up to 3, 2002 add up to 4 but this will also happen in 2011. Find all the years when the digits add up to 4, 5, ...

The numbers 1, 2 and 3 have been placed at the corners of a triangle. Arrange the numbers 4, 5, 6, 7, 8, and 9 on the sides, so that the numbers along each side (including the corners) add up to 17.



## MONEY MATTERS

Fact Sheet FB7

SAVINGS AND LIFESKILLS | 1

### Financial Organisations

There are many different places that offer financial services. You could get information about financial products by speaking to parents and family members, teachers, friends or to the financial organisations themselves. Information can also be found online. Just make sure you shop around for what will be best for you.

**Building societies and banks** offer a range of financial services including accounts (e.g. current, savings, business), loans, mortgages, insurance, investments, credit and debit cards, cheques, overdrafts and foreign currency exchange. They make money by lending money at a higher interest rate than they offer to savers, and by charging for certain services.

**Credit unions** are 'not for profit' and are owned and used by their members to save and borrow money, but members may have to live and work in a certain area or be employed by that particular organisation.

**Insurance companies** offer different types of insurance e.g. mortgage, car, house contents, life. Some also offer investment products and pension plans. (For more information about insurance, see Work Sheet WC1 - Insurance.)

**Credit card companies** make, distribute and manage credit cards.

**The Post Office** now offers many financial services similar to a bank or building society, (e.g. savings accounts, foreign currency exchange, credits cards, loans, insurance and business banking services).

**Supermarkets** now offer similar services to building societies and banks, including savings accounts, insurance, credit cards, mortgages and loans. They rely on specialist organisations to do the work for them.

#### Different methods of banking include:

**Online or internet banking** lets you access your account information online. You can't withdraw or deposit cash but you can transfer money, check your account balance, apply for a loan or mortgage, pay bills electronically or set up direct debits and standing orders. For security, you are given an account number, PIN (Personal Identification Number) and password, which should never be given out. Nobody should ask you for your security details in full - if they do, it may be a scam!

**Telephone banking** lets you access your account information over the phone, with similar services to online banking. Operators are available at certain times to deal with you personally, but it's usually automated. Again you should not be asked to declare security details in full.



Financial Capability

## Extra-Curricular Programme 2014-15

Activity	Dept	Audience	Day	Time	Staff	Location
Basketball Team Training	PE	Year 7	Tuesday		HMN	
Cricket Team Training	PE	Year 7	Tuesday Thursday		RDY REE	
	PE	Year 8	Thursday		RDY REE	
Fitness 'Insanity' Club	PE	Year 9	Tuesday		HMN	
	PE	Year 10	Tuesday		HMN	
Interhouse Competitions (Rotation)	PE	Years 7,8,9,10	Wednesday		HMN RDY	
GCSE PE Revision	PE	Year 11	Monday		RDY	
Youth Club	PE	Years 7,8 ,9	Friday		REE	
Art Club	Art	Years 7,8,9	Wednesday		CMN DAR	
	Art	Years 10,11	Thursday		DAR	

## Extra-Curricular Programme 2014-15

Activity	Dept	Audience	Day	Time	Staff	Location
KS3 Club	Design Technology	Year 7 Year 8 Year 9	Wednesday	2.30-3.30	Yr11 Mentors NCS lead	DT2
KS4 Sessions	Design Technology	Year 10 Year 11	Wednesday	2.30-4.00	LBY NCS CBE	All Workshops

Please note: Workshops will be open Tuesday and Thursdays for Year 11 pupils on request by invitation

Guitar Club	Music	All abilities welcome	Tuesday	2.30-3.30	ADR	MU1 MU2
GCSE ensembles	Music	Year 10 / 11 timetabled	Tuesday	2.30-3.30	DSY AAD	MU2 Practice Rooms
Urban Music Workshops	Music	First come, first served	Wednesday	2.30-3.30	AAD ArtsTrain	MU1
GCSE ensembles	Music	Year 10 / 11 timetabled	Thursday	2.30-3.30	DSY AAD	MU2 Practice Rooms
Music Boosters	Music	Targeted groups	Selected dates: Monday or Thursday	2.30-3.30	AAD	MU1
Singing and Keyboard	Music	All abilities welcome	Thursday	2.30-3.30	Ollie Jerreat	MU1

Drama Club	Drama	All students	Wednesday	2.45-3.45	GDE	Theatre
	Drama	All students	Tuesday	2.30	GDE	ENS
Additional Rehearsal	Drama	All students	Wednesday	2.45-3.45	GDE	Theatre

ECDL Provision	Computing	Year 11	Wednesday	2.30-4.00	LWS	IT 1
Computing Club	Computing	Years 7,8,9	Thursday	2.30-4.00	LWS	IT 1

## Extra-Curricular Programme 2014-15

Activity	Dept	Audience	Day	Time	Staff	Location
School Report Journalist Club	English	Years 7,8	Thursday	2.30-3.30	LGN	EN7
Debating Society	English	Years 9,10,11	Tuesday	2.30-3.30	NFN	EN4
GCSE English Targeted intervention	English	Year 11	Wednesday	2.30-3.30	ACN CKY LGN NFN	EN7
<b>Home Learning Support</b> (A maths specialist is available every day to support you with your home learning)	Maths	All years	Monday	2.30-3.00	Please refer to the maths department noticeboard for daily locations	
	Maths	All years	Tuesday	2.30-3.00		
	Maths	All years	Wednesday	2.30-3.00		
	Maths	All years	Thursday	2.30-3.00		
	Maths	All years	Friday	2.30-3.00		
Year 11 Targeted Learning	Maths	Specific Year 11 students (by invitation only)	Tuesday	2.30-3.30	All Staff	Maths Dept Please refer to the maths noticeboard for daily locations
<b>Rubik's Club</b> (Learn to solve a Rubik's cube plus other Rubik's equipment)	Maths	Years 7,8	Friday	2.30-3.30	Mrs Turner	MA1
<b>Maths Club</b> (Enriching maths activities)	Maths	Year 7	Wednesday	2.30-3.30	Mrs Turner	MA1
RE Homework Club	RE	Years 7,8,9	Tuesday	2.30-3.15	SSE, JFE, DSY	RE 1
Film Club	RE	Years 7,8,9,10	Thursday	2.30-4.30	SSE	IT 1
Targeted GCSE boosters (6wk revolving programme)	RE	Years 10,11	Thursday	2.30-3.15	JFE SSE	IT 1

# W THE WEDNESDAY WORD

The Parish Version

**Encountering Christ**  
Prayerfully preparing for the  
Sunday Mass and praying in  
particular for our school families



Preparing for the Mass of Sunday 14<sup>th</sup> June 2015 - Eleventh Sunday in Ordinary Time

## 1 Relax & Remember

Set aside 10 -15 minutes and create a suitable environment by removing any distractions. Make sure that you are comfortable. Perhaps light a candle. Make the sign of the cross † and remain still for a minute of settling silence. **Call to mind the love that God has for you. Remember that through this scripture our Lord is truly present.** Then read the Gospel, preferably aloud and slowly, and pay attention to any words that stand out. If any do, meditate on them for a few minutes and be invited into a dialogue with God.



## 2 Read

### Taken from the Gospel for 14<sup>th</sup> June 2015 (Mark 4:26-34): The Seed Growing

Jesus said to the crowds: "This is what the kingdom of God is like. A man throws seed on the land. Night and day, while he sleeps, when he is awake, the seed is sprouting and growing; how, he does not know. Of its own accord the land produces first the shoot, then the ear, then the full grain in the ear. And when the crop is ready, he loses no time: he starts to reap because the harvest has come." He also said, "What can we say the kingdom of God is like? What parable can we find for it? It is like a mustard seed which at the time of its sowing in the soil is the smallest of all the seeds on earth; yet once it is sown it grows into the biggest shrub of them all and puts out big branches so that the birds of the air can shelter in its shade." Using many parables like these, he spoke the word to them, so far as they were capable of understanding it. He would not speak to them except in parables, but he explained everything to his disciples when they were alone.



## 3 Reflect

**After spending a few minutes considering this Gospel, continue by reading Fr Henry Wansbrough's reflection.**

*Jesus was a countryman, from the rich agricultural plains of Galilee, where wheat and fruit-trees abounded. It was natural for him to use such imagery to describe the Kingship of God which he was proclaiming. Today's gospel reading offers us two of the many images in Mark's chapter of parables. What did Jesus want to teach by them? Images can carry many layers of meaning. First, the seed growing secretly all the time: perhaps Jesus meant that God's purposes are accomplished in spite of our feeble and fumbling efforts; perhaps it was a warning that after long waiting the time for decision, the time of harvest had come with Jesus' own mission. Second, the mustard-seed: was this a reply to the discouraged disciples – or perhaps Jesus' critical opponents – that his motley little group of undistinguished peasants, fishermen and tax-collectors would grow into God's own mighty tree? Perhaps this is a first hint that Jesus' mission is for all nations, not just for Israel. All nations would come, nest and find a home in the branches of his mission, just as in the first reading they nest in the branches of the great cedar tree. At any rate, both images show that God is in charge, and has great plans which will be fulfilled despite our own inadequacies.*

**What does Jesus mean to teach by these parables? More specifically, what does Jesus mean by comparing the Christian mission to a tree?**

Dom Henry Wansbrough OSB

## 4 Respond & Request

Now slowly and prayerfully read the Gospel once again but this time in silence. Consider how this Gospel could apply to your life in general. Then thank God for any insight you may have received. Conclude by asking God to bless you with one of the following spiritual gifts to help you act on any resolution you have made: love, understanding, wisdom, faithfulness, peace, self control, patience, or joy. Please remember to pray for the Church and particularly our school families. **Then conclude by requesting the prayers of Our Lady & St Joseph.**



**The Wednesday Word is under the patronage of St Joseph, Patron Saint of Families and Protector of the Church  
Within the tradition of the Catholic Church, each Wednesday is dedicated to St Joseph**

# WEDNESDAY WORD PLUS †

Fr Henry's reflections on the first and second readings of Sunday 14<sup>th</sup> June 2015



## First Reading: *The Noble Cedar*

### Ezekiel 17:22-24

The Lord says this: "From the top of the cedar, from the highest branch I will take a shoot and plant it myself on a very high mountain. I will plant it on the high mountain of Israel. It will sprout branches and bear fruit, and become a noble cedar. Every kind of bird will live beneath it, every winged creature rest in the shade of its branches. And every tree of the field will learn that I, the Lord, am the one who stunts tall trees and makes the low ones grow, who withers green trees and makes the withered green. I, the Lord, have spoken, and I will do it."

*The task of the prophet Ezekiel was to keep up the spirits of the Jews exiled to Babylon. For them it seemed that the sack of Jerusalem was the end of all hope: they had lost their homes, their king, their Temple and even their covenant with God. Ezekiel was a person of fantastic imagination, not afraid to indulge in wild and daring mimes to force through his message that God was still in charge and still caring for Israel. He mimed the siege of Jerusalem by building a mud-brick model and escaping through the wall. His visions are also extraordinary and inspiring. Perhaps the best-known is the Valley of the Dead Bones, prophesying that Israel will come to life again. The passage we read today is an imaginative allegory about a great cedar tree despoiled by two eagles, that is, Israel despoiled by Babylon and Egypt. In our reading God promises that Israel will again become a great cedar tree, in whose shade the nations will come to take shelter. The Gospel parable uses the same figure of a great tree in which all peoples will shelter. The great cedars on the mountains of Lebanon are an awesome and unforgettable sight, stretching far into the sky and wide across the hills, a suitable refuge for great birds and so for all peoples.*

**What does it mean to think of the Church as a great cedar, a refuge in which we may shelter?**

## Second Reading: *At Home with the Lord*

### 2 Corinthians 5:6-10

We are always full of confidence when we remember that to live in the body means to be exiled from the Lord, going as we do by faith and not by sight - we are full of confidence, I say, and actually want to be exiled from the body and make our home with the Lord. Whether we are living in the body or exiled from it, we are intent on pleasing him. For all the truth about us will be brought out in the law court of Christ, and each of us will get what he deserves for the things he did in the body, good or bad.

*Paul uses several different sets of imagery to convey the goal of the Christian life for which he is longing. We know that all imagery is inadequate, but especially such pictures as heaven 'up there', in the clouds, where we all play on harps. In 1 Corinthians 15 Paul used images of participating in God's power, incorruptibility and glory, of being transformed into a new mode of being by the Spirit. In today's reading Paul speaks of 'being at home' with the Lord in contrast to being in exile. Now that we are adopted children of God, to be with the Lord is our natural family home. In the final sentence he envisages also the final judgment when we are laid bare and exposed for what we truly are, the frightening but comforting moment when we see ourselves as God sees us, when we can cease putting on an act and keeping up appearances. Before God there is neither need nor possibility of pretence. All masks are stripped off. This too is an aspect of being at home, for there is no pretending before the family.*

**How do you envisage 'heaven'?**

“To be with the Lord is our natural family home.”

The Wednesday Word: *Connecting Home, School & Parish through the Word of God*  
w: [www.wednesdayword.org](http://www.wednesdayword.org) e: [info@wednesdayword.org](mailto:info@wednesdayword.org)