



Welcome to Bexley Grammar Sixth Form



Hello! My name is Malak Rezk and I've not only moved to a new school, but to a new country as well, so I understand how scary the process can be. To be honest, I moved to Bexley Grammar School for their amazing IB program and I know I made the right decision by coming here.

One thing about me is that I am quite a shy person, however as soon as I entered through the doors of BGS they immediately welcomed me into such a warm environment. Not just the students, but the teachers as well have been nothing but kind to me. They all welcomed me with open arms and honestly, I completely forgot that I was an external just a few months ago!

One thing that I greatly appreciate about BGS is that they accept everyone, regardless of their race, religion, sexuality, etc. I have been able to find so many people who are similar to me and I have been able to form deep bonds and connections with them within weeks! It's almost impossible not to find anyone who has the same interests as you here! Even though I am an international student, I have always felt safe at school, and others have never treated me differently or unfairly.

Another thing I appreciate about BGS is the diverse selection of clubs and activities that they have to offer; from the Medicine Society to the D&D club and even SEAS (South and East Asian Society). There is something for everyone! What's especially nice about it is that if there is something you're interested in, but there isn't a club for it, you can start one yourself! When I started at this school, I noticed that there wasn't a Model UN club, which was something that I was very passionate about. When I approached my teacher about this, he was very accommodating, and me and my friend were able to start our own student-led Model UN.

One thing that makes BGS unique from other schools is their subject prefect system. This is where students can represent their chosen subjects in things such as open

evenings, and tutor lower school students in said subjects. I am currently a History and Politics prefect, so I will help run clubs that are related to the subject and tutor GCSE students who are currently studying History.

Don't stress too much about the transition to Sixth Form from GCSE, even if you're not an external student. The teachers here are kind, supportive, and always available to help with any worries or concerns you may have. My advice to you is to replace any worry that you have about joining a new school, or about Sixth Form, with excitement because I'm sure that you will enjoy it as much as I have! I look forward to hopefully seeing you next year!

Malak, International Student



By far the best step up from KS4 into Sixth Form is the new routine! The introduction of designated study areas and study sessions will make you question how you possibly managed prior to these. It's always a constant time crunch in the Sixth Form and yes that may be the case, but it's a very relaxing time crunch. Private study periods balance the hustle and bustle with opportunities to work (and more vitally live) at your own pace.

But enough propaganda, what's it really like? The school day begins even before registration: chatting with your friends in the Sixth Form Centre or in your form room and making sure you've got all your work for the coming day ahead and then at 8:30 it all kicks into action. Four periods until lunch and then a subsequent two afterwards. That obviously seems quite the hard task but if you're lucky enough to have study periods in either period 6 or 7, that task seems fortunately easier, as you can opt for a longer lunch break during period 6 or an early finish for period 7 (and totally make up that study period at home like you're supposed to and we definitely all do). However, as an IB learner the day does not end at the 10 past 3 bell. After school there are a range of super-curricular activities to participate in for your own leisure and which conveniently aid in your CAS completion. From Model UN to Improv Group to Football and everything in between, there's something for everyone.

The day in the life of your typical Sixth Former is very dynamic, it can be very busy or it can be very relaxing. But above all, it's a craft of your own making. At Bexley Grammar School, you can tailor your day to your own perfect design and that's all part and parcel of the daily life of a Sixth Form student.

Michael, former Year 11, Bexley Grammar student

Hello my name is Yannis and I am a new student here at Bexley Grammar School. I came from a school in East London called Canary Wharf College and my first impressions of the Sixth Form were positive. The main thing which stood out

to me was how welcoming the teachers and existing pupils were. They instantly made you feel at ease and I am more than delighted that I chose to spend my Sixth Form life here. Another thing that immediately stood out to me, was the trust teachers gave us Sixth Formers. They allow us to be independent by allocating multiple Sixth Form only areas to not only study, but to spend our free time socialising and getting to know our peers. My final first impressions of the Sixth Form is the amount of opportunities which are immediately presented to you for us as students to thrive. Examples include subject prefect which is an opportunity for us to do extra work outside the classroom and allows us to stand out in comparison to other students at other schools.

Yannis, Former Canary Wharf College student



I thought that joining BGS as an external student would be really challenging. I previously attended an academy where I had been since the age of 10. Things were always familiar and I was very comfortable. Then post-16, I decided to come to Bexley Grammar in order to start a new chapter and better my education with the broad subjects the IB diploma had to give me. My first week of Bexley Grammar was daunting and it was quite hard to adjust to a new setting, to new people and frankly a new way of life. I remember sitting in the assembly hall and listening to the Headmaster talk about the pride he has

being the Headteacher and I immediately felt a sense of 'I think I'm going to like it here'.

I came here thinking, I probably won't make friends as I was quite shy and it will just be two years of me just dragging my feet before I leave. Well BGS proved me completely wrong! I made fantastic friends within the first two weeks, especially at the Year 12 welcome BBQ where we found external students had had the same worry. In terms of teaching, BGS teaching has been absolutely phenomenal. I haven't left a lesson being bewildered. Teachers in this school care for their student's progression in terms of learning and in terms of wellbeing as well.

Quickly what became the most daunting change of my life so far became one of my happiest moments. BGS has made me feel like a part of the school the moment I stepped foot inside. Even in terms of the IB itself, the school has reassured me that I can achieve anything. There have already been so many fantastic opportunities such as STEM talks, House sports and there are many more that are upcoming.

I can confidently say I am so happy I came to Bexley Grammar School and I'm so excited for what's to come.

Jola, Former Haberdashers Crayford Academy student



It may seem weird to decide to up and leave your home country, leave everything you know and leave everything you're comfortable with behind, but for me it was a pretty clear decision. If I wanted to pursue the future I envisioned, staying in Jamaica was not an option for me. It took months of independent planning, research about different Sixth Form programmes (A-Level, IB, CAPE, TOPIK etc.) to plan around that and looking at my own interests to see what I could get out of exploring different options. After all that, the International Baccalaureate was the only thing that really impressed me with the wide

range of subjects it had to offer, including some subjects that I had never heard of. I searched for IB schools on every continent possible, Africa, Asia, The Americas, Australia, but all I saw were implausible, improbable options. However, Bexley Grammar was one of the only non-independent schools to offer the IB and I knew it was the school for me - I even had to wait an extra year to apply as I had missed the deadline!

After several agonising and anticipatory months, the time finally came for me to travel to England for the first time to live there. I got here about 6 weeks ago, I know, not that long ago, and now I can say that I go to Bexley Grammar School. I had great first impressions of the school and my first thought was how big it was in comparison to my school in Jamaica.

Everything to me is new and beautiful; yes I know how odd that is to say because you've lived here all your life so I don't think we'd share the same sentiment on that one. I've been at Bexley and in London for 6 weeks and I already feel welcomed by the friends I've made here, teachers and other members of staff. There were and still are a lot of different things that I haven't quite gotten used to or that I found weird like INSET days and week-long half term breaks. In Jamaica, you don't get to choose the school you go to (you are allocated a school by the government based on your 11+ exams), so even the idea of an Open Day was new to me. The longer I'm here the more I accept and discover about myself and my

environment, and I know that BGS is the right school for me.

Tahlellah, International student

Ever since my first day at school in 2018, I have always praised the extraordinary amount of opportunities in regards to sport and extra curricular activities. The sheer amount of clubs in the school, some organised by Sixth Formers and others by teachers can really bring out your creative and sporty side. Some examples of fantastic clubs include Football, Basketball, Debate Club, ACS (Afro-Caribbean Society), SEAS (South East Asian Society) and many more. As well as taking part in activities you may enjoy, such clubs can build confidence, self-esteem, explore your creativity as well as acting as a break from normal academic excellence at the school. Such specialist teachers at Bexley Grammar allows students to continue on to pursue their interests and build a strong bond

with the teachers as well as their fellow students.



When a student joins the school, a student gets assigned a specific House with an individual colour. They are as follows: (Wellman - Orange, Prothero - Green, Kirkman - Yellow, Collins - Red, Johnson - Blue, Mabbs - Purple). Such a house system introduces a competitive side to the different forms that the students are split into. House events occur throughout the year

where students across the House over Years 7-13 participate in events such as Football, Cricket, Cooking and Sports Day in order to gain points for the all important House Trophy at the end of the year.

Overall, I think the schools' support for Clubs as well as the well organised House system structures the school really well and creates a fun side as well as allow for many opportunities for all students across the year.

Shishir, former Year 11, Bexley Grammar student



Upon arriving at BGS as a new student, it wasn't long until I was introduced to the various, diverse and engaging clubs the school had to offer to both their Sixth Formers and secondary students. The club's offers range from Gaming Club to Robotics Club, to Homework Club, to cultural related clubs, to student council and etc. The clear contrast between each of the clubs' topics of interest portrays just how diverse the school is as a community, and you are able to create a club yourself and add to the already various existing compelling clubs.

As I am new to Computer Science, I joined the Coding Clinic Club for help regarding coding and I can't begin to explain how much of a help it has been for me. At first, I found it so difficult to understand how coding works or how to use it but since I started going to the Coding Club in September, I am starting to catch up with my peers who learnt the information in the span of 5 years during secondary education. The teachers, as well as the subject prefects are always supportive and make the tasks very engaging.

I also joined ACS which stands for Afro-Caribbean Society Club, which goes into the historical figures who trace their full or partial ancestry to sub-Saharan Africa and their achievements such as Rosa Parks and Mary Seacole. The club teaches me about my potential cultural roots and why these important figures are the reason why people with Afro-Caribbean roots are able to have a place in society today.

I greatly appreciate BGS for the opportunity to participate in the clubs of my choice and as many and diverse as they are, they still uphold amazing standards which make all their activities amazingly engaging and informative.

Samuel, former Halley Academy student



As a returning student, I have experienced the fullest extent of what BGS is able to offer from the start of Key Stage 3 all the way to post-16 education. I believe that there is a lot of misinformation as to the change in workload from the GCSE to the IB which I hope to expel.

By nature of the diploma, students must undertake extra-curricular activities for CAS (not mandatory for the GCSE) which creates the illusion of an arduous amount of work. However, in reality students have complete control over the amount and which extra-curricular activities they wish to do. This means that it is almost always an enjoyable experience

for the student as it is most likely the continuation of a hobby or a short exploration in an area which they are passionate about. Sixth Form students even have the freedom to start their own clubs and societies in almost anything they deem to be missing in the school. This is brilliant for CAS and can be a wonderful opportunity to take advantage of.

In my opinion, the largest advantage that the IB holds over the GCSE is that all subjects are picked by the students out of 6 blocks. This means that, in the vast majority of cases, the extra workload in the form of homework and coursework is less of a burden and overall more enjoyable as it is in a subject of interest and strength. Personally, I'm not a huge fan of studying MFL languages, and it was a relief when the IB gave me the freedom to completely drop them in favour of Latin; a subject which I enjoy far more.

In addition, enabling students further to complete the extra work, Sixth Form students have study periods throughout the week and designated study areas, like K1 and L6, which I have found to be more than proficient in helping me to get through all my work and have more free time outside of school for the aforementioned extra-curricular subjects.

Overall, the change from GCSE to the IB is an overwhelmingly positive experience due to greater freedoms in both your studies, life within the school and extracurricular activities.

Leo, former Year 11, Bexley Grammar student

Newsletters

Our school newsletters demonstrate many of the excellent opportunities, visits and extra-curricular clubs that are on offer at BGS. Click on the link [here](#) to read through previous editions.

A day in the life of an IB student

Higher Level: Chemistry, Biology and English
Standard Level: German, Maths (Applications and Interpretations) and Anthropology

A typical day for me will start at 8:30, when I register with my form group and take down any whole school or year group notices I'll need for the rest of the week (sometimes, I have early morning extra-curricular activities or rehearsals for house activities, so this means I'm in school earlier). Then it's off to my first lesson which is usually chemistry- this can involve anything, from learning about mass spectrometry to drawing lewis structures for different molecules. At the moment, our focus is on designing and carrying out our Internal Assessments (worth 20% of our overall grade) which are a great way to show independent thinking and research skills. My next lesson is German where the topics range from 'Experiences' ('Erfahrungen') to 'Human Ingenuity' ('Menschliche Erfindungsgabe') and the whole lesson is entirely in German- this can be challenging, but is actually amazing preparation for the final exams!



After this I have a session of academic monitoring, where we cover topics such as PSHCE and UCAS applications as well as personal statements and mental health. Once a week I will have a Prefect meeting, where I get together with the Senior Leadership Team and the other Prefects to discuss ideas, proposals and issues that have been brought to us by the rest of the school. I also have a 'Top Universities' meeting, where we learn about applying to Russell group institutions and how best we can maximise our chances of having a successful application. After break, I have English where we study and discuss a range of literature including 'The Great Gatsby' and '1984'- doing two sciences at a higher level can be hard work, so I really enjoy taking a non-scientific higher subject as it allows me to explore a separate passion for reading and develop a different way of thinking.

Then it's into Maths where we are looking at calculus and differentiation- I found it quite tricky to pick which Maths course to study, so I would definitely recommend looking at the content of each of them and then basing your decision on that. My penultimate lesson is Biology, a really broad subject where we study lots of topics- from genetics and inheritance to plant biology, I really enjoy the content of the course and how it is structured. Lunch is next, where I can either go out to the local high street or eat inside our newly-refurbished Sixth-Form centre. There are also lots of lunchtime extracurricular, such as the Environmental Action group and Senior Science Society, which I got involved in at the start of Year 12. There are also Medicine and Law groups which are run to support students (like me) who are applying to these types of courses at university.

My final lesson of the day is Anthropology, a subject I had never heard of before the first year of IB. Despite only being a standard subject, I really enjoy it because we read lots of interesting ethnographies and study important contemporary topics like the Black Lives Matter movement and the Mediterranean Refugee Crisis. My advice for the lesser-known subjects would be to go for it! You never know what secret passions you might discover, if you don't give it a try. After school, I take part in activities such as being a 'Science Leader' or helping to tutor students lower down the school. As you can see, a day in the life of an IB student is never boring- one minute you are studying the structure of the heart, the next you are looking at the impact of Coronavirus on the German economy. After such a busy day, it's time to go home, finish my homework and then rewind!

Charlotte



The IB Diploma at BGS

Students choose one subject from each of the groups 1 - 6 but in group 6 may select a further choice from groups 2, 3 or 4 instead of those offered in group 6. Students will choose three subjects to study at Higher Level and three at Standard Level and their choices should follow their interests and enjoyment of a subject. The IB structure encourages a balanced choice which includes the essential further study of English and Maths but also the depth required through the Higher Subject.



Group 1: English	Literature Literature & Performance*	
Group 2: Language 'Beginner' languages are available as an alternative for students who would like to learn a new language.	Chinese* French German Italian Japanese	Latin Spanish Russian
Group 3: Individuals and Societies (Humanities)	Business Management Economics** Geography Global Politics History	Philosophy of Religion & Ethics Psychology Social & Cultural Anthropology
Group 4: Science	Biology Chemistry** Computer Science** Design Technology** Environmental Systems & Societies* ₁	Physics** Sports, Exercise & Health Science
Group 5: Mathematics	Mathematics - Analysis and Approaches Mathematics - Applications and Interpretations*	
Group 6: Arts and Electives: Or a further choice from groups 2, 3 or 4 above.	Film** Music Theatre Visual Arts	



10 REASONS

WHY THE IB DIPLOMA PROGRAMME IS IDEAL PREPARATION FOR UNIVERSITY

1 IT OFFERS ACADEMIC BREADTH & DEPTH

IB Diploma Programme students are 21% more likely to be admitted into 10 of the most prestigious universities, including Harvard, Princeton, Yale and Stanford.



2 COLLEGES VALUE STUDENTS WITH MEANINGFUL EXPERIENCES BEYOND THE CLASSROOM

Creativity, action, service (CAS) encourages learning through direct experience.



3 IT'S A QUALIFICATION RECOGNIZED BY UNIVERSITIES

AROUND THE

The IB Diploma Programme is internationally benchmarked, allowing graduates to continue their studies anywhere in the world.

4 IT CREATES INDEPENDENT LEARNERS & STRONG WRITERS

The extended essay requires independent research through an in-depth study and a 4,000 word essay.



6 IT ASSESSES MORE THAN EXAMINATION TECHNIQUES

IB never teaches to the test—exams are externally assessed with no grade inflation for more than 30 years.

5 IT CULTIVATES AN INTERNATIONAL MINDSET



An international mindset is a key 21st century learning skill. Second language learning—an IB requirement—has been linked to higher achievement in school and university.

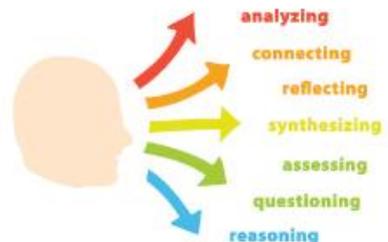
7 IB STUDENTS HAVE PROVEN TIME MANAGEMENT SKILLS

Research has found that IB students develop strong study habits and critical time management skills, key indicators of college readiness.



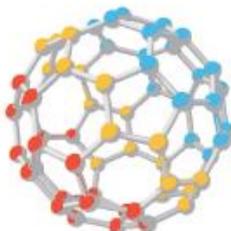
8 THE IB ENCOURAGES CRITICAL THINKING

Inquisitiveness and interpretation are among the key cognitive properties of an IB education.



9 SUBJECTS AREN'T TAUGHT IN ISOLATION

Theory of knowledge classes encourage students to make connections between subjects and gain the skills they need to be critical thinkers.



AND HERE ARE 10 MORE REASONS...

The IB learner profile offers 10 qualities underpinning the Diploma Programme—from open-minded to risk-taker to balanced, they form a framework for an international education that meets the needs of a changing world.

For source attribution of any data contained herein, please refer to <http://www.ibo.org/research/>

The journey to university starts here!

Inspiring Careers in STEM

At Bexley Grammar School we are constantly providing opportunities for students to engage with the wider community particularly regarding careers. There are many things that our students can take part in that are extremely beneficial when deciding which university courses or career paths they are interested in and also to provide excellent material for those all-important UCAS personal statements.

Additionally, a large number of BGS students will go on to study STEM subjects at university. In the 2023 cohort, 59 students accepted their university offers to study a subject such as computer science, medicine, engineering or another directly related STEM course, 34% of all university places offered. If you include those who went on to study the very maths heavy subjects of economics, accounting and finance, this rockets to 47% of all university places.

There are a number of societies available to support sixth form students in their university applications. These include the Medicine Society, the Senior Science Society and the Top Universities Group. They are an opportunity to discuss current issues and debates within these fields, as well as prepare for interviews and entrance exams. These support groups are invaluable in preparing for university application processes for both the Oxbridge and Russell Group Universities.

The extra-curricular opportunities available to our students are extensive. For example, Science Leaders and Science Prefects can develop their leadership and communication skills by working with younger students to deliver revision clinics, organise clubs and even take their science clubs out to local primary schools.

Students are able to enter a range of national competitions and events throughout their time at BGS. For example, the Biology Olympiad, the Cambridge Chemistry Race, ICE Civil Engineering Competition and the Quantum Ambassador Programme. British Science Week is also a huge focus of our STEM provision with workshops and shows in school, and trips organised throughout the week. Sixth formers are invited to attend the 'In Action' conferences that week, where they will hear from industry professionals about their work in a range of biology, chemistry and physics fields.

Overall, we are acutely aware that as a society we need more STEM specialists and we are extremely proud of the number of medics, engineers, mathematicians and scientists whose careers started here with us.

Ms Lusted, STEM coordinator





Mark Evison Foundation

All students in Year 12 have a fantastic opportunity to win funding of up to £500 to spend on a "challenge" over the summer before their return in Year 13. The money is awarded by the Mark Evison Foundation, who have built their charity based on the values and characters of Lt Mark Evison, who died in 2009 from a gunshot wound while serving as a British army officer in Helmand Province, Afghanistan. The awards granted must be based on these values: challenge, resilience, kindness, innovation, integrity and team support.



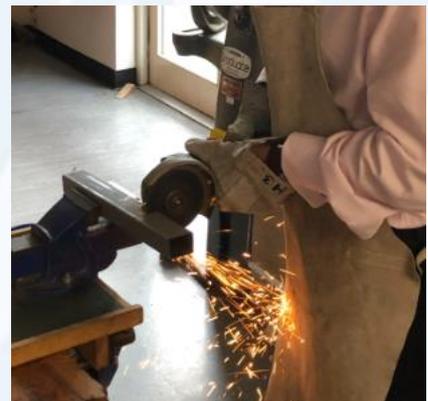
This year Bexley Grammar School was granted the most awards of any school in the country! The projects had to be challenging for all members of the team and completed on a strict budget. Over 40 students challenged themselves with hikes in Scotland, writing and recording songs, building a Go-kart from scratch and cycling to Brighton.

Please take a look at the reports and photos from various challenges below.

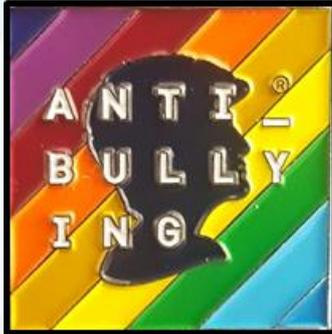
Go Kart

Soapbox

Bike Ride



Being a Peer Mentor at BGS



Peer mentors are a pastoral backbone for many students. They learn how to listen and solve problems effectively and also how to deal with their peers disclosing details for which they may need professional help, and how to pass this information on. They deal with a wide variety of problems and are passionate about helping others!

"I love working with the younger students and seeing their confidence grow!"

Jenni, Peer Mentor

Here is what happened at one of our Peer Mentor training days:

On Wednesday 11th March, a few Year 12 students and I attended a peer mentor training day where we learned a number of different skills that will be beneficial to us as peer mentors. We started by defining what a peer mentor was in our own terms and doing some exercises in listening to others. We then discussed how to effectively listen and respond when talking to students as well as what not to do. In addition to this, we had interesting discussions about what was important to us and took part in a fun trust exercise!

This training day was not only useful in learning how to be a good peer mentor and getting to know each other, but it was also incredibly important in establishing a safe space to explore personal experiences as well as worries, which will assist us in creating a similar environment for the students that we are going to help. As a whole, the training reinforced my reasons for wanting to become a peer mentor, as everything we learned, demonstrated the importance of having peer mentors and how much we could help people. It also allowed me to become more comfortable in talking about issues that may come up during my time as a peer mentor and assisted me in developing my confidence in speaking to others.



Sarah

LGBT Alliance

At the LGBT Alliance we believe that having a place to be yourself and be accepted for being yourself is one of the most important aspects of building a strong community. Through weekly meetings we invite people across the entire school to learn about and explore the many aspects of the LGBT community, from its history to the future we want to see. Led by an amazing team of Sixth Formers and the fabulous Miss Contini, our meetings are full of excitement and celebration while allowing for expression and reflection on everything that makes us who we are.

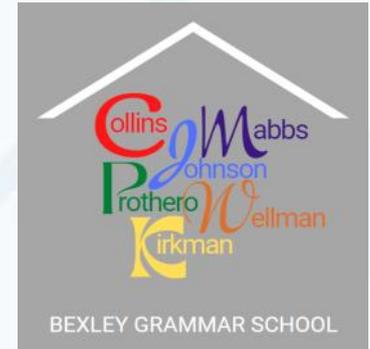
Everyone is always welcome, there's space for all!

Samuel





BGS House System



The house system is particularly important at BGS and this is yet another great opportunity to get to know students throughout the school. Their general responsibilities are to help with the running of the house events, and to advertise these events to members of their house to encourage participation. They will supervise, house events during and after school, particularly sport, and are expected to run rehearsals for house music, drama and dance.

What does your role involve?

Prothero - Grace and Molly

Our role involves running and organising events, such as House Sports and House Music, visiting the younger students on a weekly basis and overseeing/delegating roles to the other House captains.

Johnson - Hannah & Katie

We work alongside our other house captains to get as many people involved with the House events as we can, support and help them to practise for the events. At the beginning of the house year, each House Captain is allocated to a form group within their house and every other week, when there isn't an assembly, we visit our own forms to do activities set by us or Mr Asker and prepare for upcoming events by collecting names for teams etc.. This allows each form to have a friendly face which they know they can go to if they need help with anything house related and beyond.

Mabbs - Anna

Being a Senior House Captain or even just a House Captain generally entails a substantial number of responsibilities, duties and commitments that are all in the favour of your House. This should never stop or put anybody off from engaging themselves with a role that guarantees an incredible level of satisfaction when seeing all members of your House across the year groups collectively collaborating together towards a common goal. It can be challenging at times, but this is why there is a very trustworthy selection of House Captains and House team members to offer their support and input!

Collins - Olivia

Our role as senior house captains involves coordinating a team of captains and students, competing with other houses in a range of creative and sporting events. We meet with the students weekly to organise representatives and to take part in quizzes and challenges that the other captains put together.

What has been the best part of your role so far?

Prothero - Grace and Molly

For us, the best part is seeing and celebrating the final outcome of our hard work. The feeling of having a finished product is really rewarding and we love being able to help create experiences for the younger years, which hopefully inspires them to take part in more events in the future.





Johnson - Hannah & Katie

By spending lots of time with other members of Johnson at house events, lots of friendships and connections are formed. This is nice when you see everyone from different years greet each other when walking around the school. Also, the annual sports day has to be a highlight, the amount of encouragement and sportsmanship shown is something that makes the role so rewarding.

Mabbs - Anna

I'd say that the best part of my role has definitely been seeing the excitement and the determination that all the students have been channelling towards the House competitions, even during times where circumstances may not be pointing towards our favour; it's truly wonderful to know that the spirit of all our House members is what motivates one another to achieve and persevere, as well as being reminded of the fact that this role is a privilege and an absolute joy to be given.

Collins - Olivia

The best part of the role is definitely the feeling of reward after a house event. Regardless of how we place in the competitions, seeing all of our efforts manifest into an amazing performance or display makes all the time practising worthwhile. It's not just the captains that get that feeling as well, it's everyone who gets involved - captains and students alike.



The IB & Medicine

Typically, medical applicants have taken three A-levels in Biology, Chemistry and Maths (indeed, this was mainly the case in our school before we switched to a completely IB cohort). In other schools across the country, this continues to be the case as many aspiring medics disregard the IB as a route which is 'too complicated' or 'too much work'. But for me, the IB provided a fantastic opportunity not only to study a wider breadth of subjects, but also to develop the time management and research skills required in such a demanding career.



Were I to take the traditional route to medical school, I would probably not have been able to study a language- an increasingly sought after skill in today's world. I would also not have had the chance to study anthropology, a subject which has proven crucial in furthering my understanding of the society that our NHS treats. But most of all, the IB has taught me that I can do independent investigations to produce a piece of research that I am proud of; my Extended Essay in Chemistry allowed me to delve into an area that I was really interested in (and is something that will doubtless prove invaluable in an interview setting). So if you're thinking of applying to medicine, don't write off the IB at first glance- there's a reason why more and more students are choosing to study it!

Charlotte

Senior Science Society

The Senior Science Society is a prestigious group of like-minded science fanatics who gather every other week at one lunchtime to discuss the current news that relates itself in any way to science or any other factors or topics that one of our members may wish to discuss. Through the course of Year 12 and 13, we have attended many lectures online, mainly from Gresham College, as well as presented works or topics in which we show the most interest or we feel will benefit other members in enriching their knowledge and their science subjects taken in school. It's great fun and with everyone being involved in different areas of science we discuss topics from coding and cybersecurity in computer science to quantum physics so there really is something for everyone. One of my favourite and most recent collections of lectures were on infections presented by Chris Witty which entail differentiating modes of transmitting infections as well as some detail on the different viruses themselves. It's great fun and a great addition to studying an area of science at Bexley Grammar!



Maisy

BGS Environmental Action Group

The Environmental Action Group (EAG) are a group of keen eco-warriors who aim to shape the school towards becoming more environmentally sustainable. We meet once a week after school with our leader. The only criteria required is a passion for the environment and a desire to change things for the better. As part of the EAG, students can gain a voice to influence decision making in key school decisions, such as with recycling and the canteen. In the past year, we have campaigned relentlessly for change to our school recycling system which has resulted in a complete overhaul of how things are done. We have also had meetings with Bexley Council in order to further discuss our schools waste priorities.



Being a member of the EAG is a fun experience that allows us to give back to the school and protect the environment for future generations. It is always great to see changes that have been made due to your action be implemented within the school. It allows us to connect with the school community in a different, yet positive way. I would seriously encourage you to join the EAG to be able to implement change and be in control of protecting the environment at this school.



This year we aim to implement a new policy in the canteen, moving away from plastic plates and cutlery towards trays and metal cutlery, as well as continuing our action with the new recycling regime.

James

Senior Book Club

Over the course of Year 12, there have been numerous texts which the Senior Book Club have enjoyed reading. Each half term, we read an exhilarating new book and discuss anything that we found thought-provoking. Throughout the year, we have explored a variety of genres - from borderline existentialist books, such as 'Signs Preceding the End of the World', to modern classics such as 'Rebecca'. My current favourite is 'Oranges Are Not the Only Fruit' where the author narrates from the perspective of a young girl attempting to make sense of the world, pushing against rigid religious customs and her mother's almost oppressively 'traditional' nature. With the chance to experience a wide range of books from a variety of time periods, anybody could find a book that captivates them- which only made it all the more exciting. I have particularly loved how outlandish the books have been, making sure to include texts that are also important- much like the disturbing nature of 'Lolita'. The Club has continued in September where new members are always welcome.



Georgia

Extra-Curricular Music

In July 2023, our students across the school came together to perform in our annual musical, which was 'The Addams Family' this year. We had a large number of Sixth Form students in lead roles this year as well as in our student pit band. The musical is one of many opportunities students can get involved with, and we had an absolute blast of a show! Below two of our cast members have written about their experience.

Mrs Goddard, Head of Music



Performing in the school musicals is always a highlight of my school year. The vast collaboration between students across year groups led by a team of incredibly dedicated and talented teachers to produce a show-stopping performance is a testament to the amazing family atmosphere at Bexley Grammar School. Whether it's performing on stage or in the pit band, helping design and build the set, making props, doing makeup or operating the sound and lighting: there's something for everyone to be able to take part in. Last year, I performed as 'Lucas' in our production of 'The Addams Family'. The entire process was unforgettable, from the nerves of opening night to the laughs at rehearsals and the satisfaction of performing an amazing show in front of such a large audience, I can confidently say that I will be able to cherish these memories for a lifetime to come.

Joseph,

Being a part of the BGS school musicals is undoubtedly the best thing I have ever been a part of during my time at school and is always the highlight of the year for the cast, band, crew and teachers alike! Last year's production of 'The Addams Family' was certainly not any different: the spooky yet spectacular show told the story of the Addams family and what happened when their lives got turned upside down when Wednesday Addams fell in love with a "normal" boy and the crazy events that unfolded. It is always brilliant to work with people from all year groups from Year 7s taking part in their first musical to us Year 13s, whether they are new to the school from Year 12 or have been here since Year 7 : everyone is welcome and you are sure to become part of the family in no time. Having the opportunity to perform as 'Wednesday' in 'The Addams Family' was a true honour and it was a privilege to see how the cast, band and crew all pulled together through

countless hours of rehearsals, including singing and weekend rehearsals, to our show week where we put on our amazing show. The show featured many fabulous musical numbers, my favourites including 'Full disclosure', where all of the cast got to be on stage together and the audience said it was the funniest number in the show and I also loved performing 'Pulled', which was always a thrill for me as someone who started performing in the musicals in the ensemble in Year 7 to then performing as Wednesday Addams in Sixth Form. It was also incredible to see the work of the creative team backstage in being able to build a full sized ratchet to torture 'Pugsley' on and the amazing music from the band and how talented each member of the band is. We all had the most wonderful time and it was definitely the highlight of the year: if you are thinking of auditioning, definitely do, you won't regret it!

Grace



Little Shop of Horrors



Sister Act



School of Rock



Monty Python's Spamalot





Our school newsletters demonstrate many of the excellent opportunities, visits and extra-curricular clubs that are on offer at BGS. Click on the link [here](#) to read through previous editions.

