

CHILDREN'S MENTAL HEALTH WEEK

1ST – 7TH FEBRUARY

This week is Children's Mental Health Week and so it is a great opportunity to set aside some time for doing something to support your wellbeing. Below are 5 of the most practical and meaningful activities from the team at Worth It Wellbeing & Resilience.

1 Gratitude Jars

Create a gratitude jar from an old jam jar. Write down things that you are grateful for and place them in the jar whenever you see it. This small but powerful activity can help you to think positively, which is great for developing your wellbeing.



NEWS LETTER



4th February 2021

www.bexleygs.co.uk



2 Undercover Kindness

Do something kind for another person, either a member of your family or a friend. This can be done in person, or virtually. The aim is to be kind to someone before the end of this week without being found out - in other words, it should be a secret act of kindness. Maybe send an anonymous postcard/ ecard to a friend thanking them for something they have done for you? This helps to develop relationships and positive thinking.



3 Savour the Moment Challenge

There are many ways to do this. You can try eating your favourite food/ sweet really slowly and take the time to enjoy it (anyone who has attended the Mindfulness course at school will have done this with raisins!). You can also do it with a memory: think of one extremely positive moment from your past and write down what was so great about it. Perhaps you could draw the moment or find a picture of it. This helps to reduce negativity bias and to develop your ability to find the positives in situations.



4 Wellbeing Walk

It might sound simple, but going outside is good for your wellbeing. Regardless of the weather! Why not use your break time to go for a wellbeing walk. Being in nature and noticing the seasons can help you to focus on the present, which can reduce anxiety and develop your sense of wellbeing in the process.



5 Finish the Day Laughing

It's so important to finish your day with a smile on your face so at the end of the day, think back about anything funny that you heard, saw or did during the day or anything that made you smile. Doing this will help you to look back on the day in a positive light and focus on the positives instead of the negatives.



Don't forget that BGS has their own wellbeing wall available on the school website or by clicking on the following link:

https://padlet.com/brand_s/bgs wellbeing.

Ms Brand, Mental Health Lead



LGBT HISTORY MONTH

LGBT+ History Month is Every February!

We celebrate:

- * Equality;
- * Freedom to be one's true self;
- * The contributions of lesbian, gay, bisexual, transgender, gender non-binary, gender non-conforming, intersex people, and anyone who identifies as a member of the LGBT+ community;
- * How much progress has been made in our society, but also recognising how much more still needs to be done!
- * Check out this [chart](#) (or scroll to the next page) to find out more about significant historical events surrounding the LGBT+ community. A copy of the chart

LGBT+ History Month at BGS:

Every week you will be sent a story about an LGBT+ hero - someone amazing who will definitely inspire you!

If you would like to suggest who we should learn about, please fill in this form [here](#).

This week's LGBT+ hero: Lily Parr

Watch this clip about this awesome footballer and trailblazer, who played against both men and women in the 1920s and lived as an openly lesbian woman. For more info:

https://lgbt.wikia.org/wiki/Lily_Parr



Miss Contini

Voices and Visibility



Uncovering hidden histories

People who do not identify as heterosexual (only) have used a number of terms to describe themselves including: **homosexual, lesbian, gay, bisexual, queer, pansexual, asexual...**

People who do not identify with their assigned gender (only) have used a number of terms to describe themselves including: **trans, transgender, transman, transwoman, man, woman, transsexual, crossdresser, transvestite, androgynous, genderqueer...**

the forum
for sexual orientation and gender identity equality in post-school education



More information and download
<http://gbthistorymonth.org.uk/walchart/>

Legal timeline

Death penalty for buggery abolished

1861 England and Wales
1889 Scotland

Office of 'gross indecency' created

1885 across the UK



Radclyffe Hall
Poet and author
1928
Publishes
'The Well of Loneliness'

Decriminalisation of homosexual acts

by two men over the age of 21 'in private'

1967 England and Wales
1980 Scotland
1982 Northern Ireland
1992 Isle of Man

1981 Dudgeon v the United Kingdom



Jeffrey Dudgeon
Shipping Clerk and gay activist
Belfast



Labi Siffre
Poet, singer and songwriter

1987
(Something Inside)
So Strong

Lisa Power

1989

Founder member
Stonewall

Section 28 and 2A

Prohibits 'promotion' of homosexuality

1988 England, Wales and Scotland

Employment rights

1999 Transgender across UK

Repeal Section 28 and 2A

2000 Scotland
2003 England and Wales
2006 Isle of Man

Duty to promote equality

2000 Northern Ireland

Equal age of consent

2001 England, Wales, Scotland (16yrs)
Northern Ireland (17yrs)

Employment rights

2003 Sexual orientation across UK

Gender recognition

2004 across the UK

Civil Partnerships

2005 across the UK

Office of hate crime

2005 Sexual orientation across UK
2009 Transgender: Scotland
2012 Transgender: England, Wales,
Northern Ireland

Equality Act

2010 England, Wales and Scotland

Marriage (same sex couples)

2014 England, Wales and Scotland



Uranians
Inverts
Homosexuals



Fanny and Stella
Frederick Park and Ernest Boulton
Law student, bank clerk,
theatrical performers

1871
Criminal prosecution



Edward Carpenter
Socialist, poet, philosopher and anthropologist

1906

Publishes
'Love's Coming of Age'



Ethel Smyth
Composer and member of the suffrage movement

1911

Composed
'The March of Women'

1914 British Society for the Study of Sex Psychology

1958 Homosexual Law Reform Society

1969 Campaign for Homosexual Equality
1969 Scottish Minorities Group

Ted Brown
LGBT activist and trade unionist

1970

Member of Gay Liberation Front



Jan Morris
Historian, author and travel writer

1972
Travels abroad for gender reassignment surgery



Jimmy Somerville
Singer

1984
'Pits and Perverts' benefit concert



Kath Gillespie-Sells

1989

Founder
Regard



Stephen Whittle

1992

Co-founder
Press for Change



Jackie Kay
Poet, novelist and academic

1998
Publishes 'Trumpet'



Barbara Burford
Writer and medical researcher

1999
Director of Equality
Department of Health



Russell T Davies
Television producer and screen writer

1999
Queer as folk
broadcast



Lionel Blue
Reform rabbi, journalist and broadcaster

1960s
First British rabbi publicly to
'affirm his homosexual orientation'



Peter Tatchell
LGBT activist

1983
Fights Bermondsey
By-election



Chris Smith
Politician

1984
First out gay and
HIV positive MP

Linda Bellon
Businesswoman and LGBT activist

1986

Leader of Lambeth Council



Christine Burns
Trans activist

1995
Parliamentary Forum
on Transsexualism



Angela Eagle
Politician

1997
First elected
out lesbian MP



Waheed Alli
Media entrepreneur and politician

1998
Youngest and
first out gay peer



Sue Sanders
Educator, activist and
Founder of LGSTM

2005

First LGBT History Month

Phyllis Opoku-Gyimah
Trade Unionist
Founder of Black Pride



2006

First UK Black Pride



Tom Daley
Sportsman

2013
Announces relationship
with a man



Nicola Adams
Sportswoman

2012
First woman to
win Olympic
boxing title



STAR STUDENTS OF THE WEEK



Star Students

Congratulations to the following students who have worked hard since September to collect merits due to their hard work and good conduct in and around school. This has continued in the past few weeks and Year 7 have currently gained over 400 merits in 4 weeks since Christmas! Keep working hard and don't forget to enter your merits into your form spreadsheet on Google Classroom!



Mr Martin
Director of Studies, Year 7

7ACR

Nimisha Chongbang
Braiden Dolan
Eva Hewitt
Aashraya Karki
Dexter Matthews
Aydan Vekeria

7AJW

Oliver Coakley
Pauline Meltser
Louis Spicer
Ashna Adhikari

7CPB

Leu Griffin

7PDH

Ariana Laing
Naima Mendjeli
Kate Rooney-Douillet

7KJP

Omolade Paul-Taiwo
Armaan Chaba
Avaani Dutta
Lucy Fortt
Lukas Schreiner
Eva Wang

7REL

Millie Laming
Nimrat Matharu



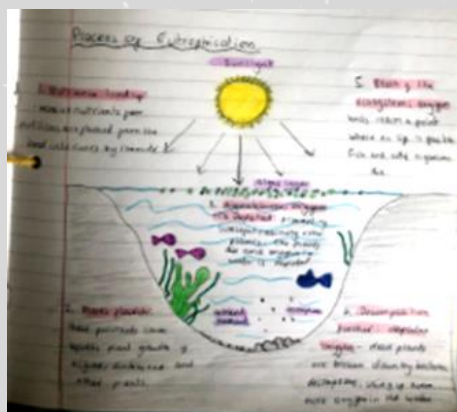
Geography Star Students

Sixth Form - Live Lessons 2021

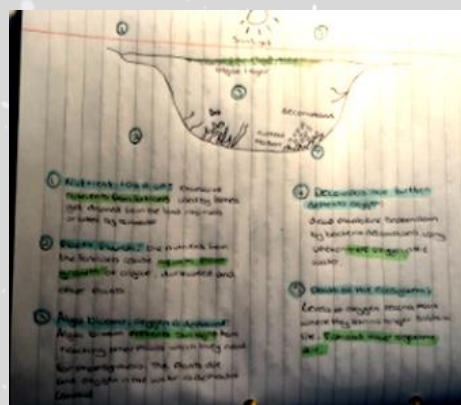
Eutrophication

Year 12 are studying Freshwater as part of their IB Higher Geography and this week have been studying the impacts of agricultural pollution on the ecosystems of rivers and lakes. They have been exploring the process of eutrophication and considering the impacts and how to reduce these to protect water quality.

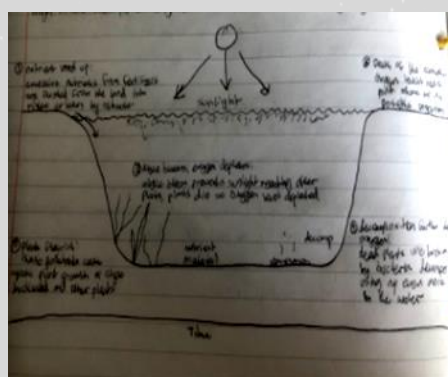
Key word: Eutrophication (from Greek eutrophos, "well-nourished"), is the process by which a body of water becomes overly enriched with minerals and nutrients from chemicals used in agriculture. These induce excessive growth of algae which depletes the oxygen and disrupts the natural ecosystem



Pippa Verge



Ximena Ortiz Duffin

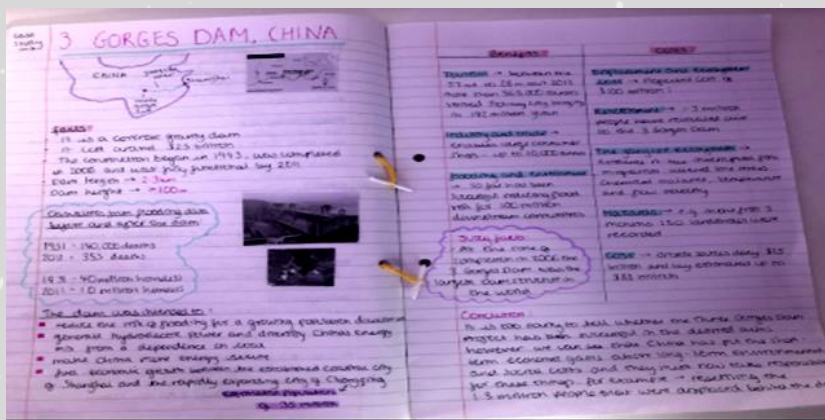


Max Hickman

Excellent subject knowledge and understanding developed and here you demonstrate good quality geographical skills with a well sketched and annotated diagram. Showing the sequence of the process allows you to reach the top grade - Well Done.



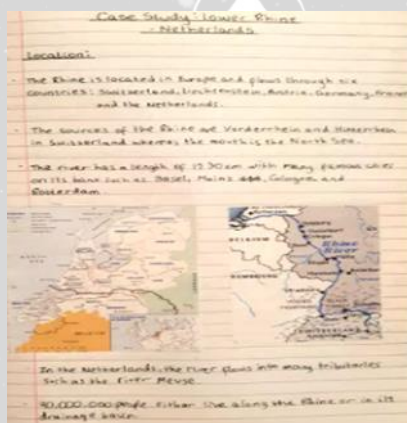
Creating case studies on flood mitigation in the Netherlands and China, IB exam questions



Sasha Holden

Fantastic independent research and write up skills - you have developed your geographical understanding and have detailed case studies in contrasting locations to use as evidence.

Well Done.



Dilshanth Nagulathas

EQ: In your view, justify which is more important for flood mitigation: structural

In my opinion, both of these strategies have serious merits. Structural Measures are very effective at stopping floods and are able to provide protection to already established major industrial areas; if the Three Gorges Dam was to break, around 15% of the entire world production would stop. As well as this, the dam is a major provider of HEP becoming the largest source of renewable energy in China. The dam also generates massive revenue from tourism and has even created it's own cruise ship industry. It has also massively boosted the economic growth of Chongqing.

On the other hand, the planning strategy is also very useful. The Netherlands used to be in a vicious circle of having to raise their dykes and walls as the water level continued to rise. The flooding of anyway unrecoverable areas have allowed them to escape this situation. This has proved very effective in preventing flood risk. Furthermore, the planning system comes at a much cheaper price with the only major costs coming from the removal of hydraulic objects. This method also has much better repercussions for the environment in the sense that there are very few; it can also develop the local nature to an extent. It's also much more long term than structural measures, making it much more sustainable.

STAR STUDENTS OF THE WEEK



Both certainly have drawbacks, especially the structural flood mitigation. While structural measures such as the Three Rivers Dam are very effective at lowering flood risk downstream they come at serious costs to certain other areas. Many areas upstream were destroyed when the 640km reservoir was created - displacing over 1.4 million people and ruining important cultural heritage. Additionally, the water quality of the river has severely declined as pollution and sewage are dumped into the river, crippling the local ecosystem. Finally, there has been an increased level of landslides which actually put the entire dam at risk. Planning also has a few flaws. They do not solve problems such as the rising sea level in the Netherlands but rather it seeks to manage and mitigate them. Furthermore, it needs to remove inhabitants of areas and relocate them to other areas. There are also major costs to the preparation albeit not on the scale of the three gorges dam.

In conclusion, I would say that the planning approach is superior in many aspects as it has relatively negligible costs compared to the structural measures which almost create as many issues as they solve. Furthermore, they are much more efficient in terms of cost and in terms of the effects on the environment. And most importantly, in my opinion, they are much more sustainable. However, I must acknowledge that the multi purpose aspect of the dam is quite valuable and that planning is not always applicable to every situation Especially in the case of the Yangtze river.

Santhakumar Arjunan

Outstanding work, you have used your case study knowledge as evidence to support your answer and have given a balanced view which shows a detailed understanding of the issues. IB grade 7 response.

An excellent conclusion for the essay question: "Analyse the factors that cause uneven population distribution in two named locations" by **Dilshanth Nagulathas**. His essay received 10 points out of a possible 10.

These economic and environmental factors have caused significant uneven distribution as shown by the statistics ^{that} 90% of China's population live on 30% of land and the difference in population density in SA between two areas can reach around 1000 people/sq km. I believe that economic factors cause the most significant change as it is the main cause of internal migration, however there are many other factors which haven't been mentioned such as political factors. For example, in SA, changes in law and policy I like the Apartheid policy under the National Party led to forced migration of people ~~extra~~ 4 million people out of high density areas. However it can be argued that this in fact lowered the gap in uneven population density as it repopulated areas with low density.



A very well justified argument which used place specific information, details and evaluative language answering the same essay question; this argument was written by **Michael McGurgan**, who also received 10 points out of a possible 10 for his essay.

Internal migration is a leading factor in the modern day population distribution in both nations. China has especially had a long history of rural-urban migration as it became more industrialised. Specifically, during China's economic boom in the 1980s, streams of workers left their homes in the rural west to find work in the urban coastal east. Subsequently, if work was found, families of the workers also moved, continuing the rural-urban transition. It's estimated that in 1984 there were around 30 million rural migrant workers. Today, China's urban east continues to flourish and makes up a significant portion of its GDP. In 2007, both the Pearl and Yangtze river delta regions accounted for half of the annual GDP. The Yangtze river delta region alone has a population of 156 million. Overall, internal migration caused

Year 13 studies have been working hard on their essay writing skills especially within the final 2 units that the HL students are studying.

Essay titles include:

- Using examples, analyse how diasporas influence cultural diversity and identify at both global and local scales
- To what extent do digital technologies influence the diffusion of cultural traits.

In this essay, I will be discussing whether digital technologies, such as media and the internet, influence the diffusion of cultural traits, which are characteristics of human action that is acquired by individuals socially and transmitted via various modes of communication. Diffusion is the spreading of something widely, commonly through Westernisation, which is the influence of a combination of European and North American cultural traits and values as well as Americanisation which is the influence of American culture on other countries outside the US.

Essay introduction: **Amelia Fullbrook**.

In conclusion, I believe that digital technologies have greatly shifted how and where culture diffuses to with many people in often higher income countries now having access to cultural knowledge from different parts of the world easier than ever before due to Amazon, video games and social media put simultaneously.

Essay conclusion: **Ritesh Poudel**



PE Star Students

Well done to everyone who took part in our A-Z ride. Lots of students covered big distances, often in terrible weather, to tick off those addresses. There was plenty of creativity on show, with students coming up with imaginative ways to solve the problems posed by "X" and "Z". Special credit in that area to **James Moss (Year 7)** who found "Xeter Road" and **Keir & Lewis Hills (Year 7)** who decided ZZZZZ would count to describe their tiredness. Special mention to **James Izod (Year 8)** who was the first entrant, and one of the few who cracked "Z" and every other letter other than "X". Well done to everyone, no matter how many roads you tracked down.

Mr Lines, Head of PE



BGS PHYSICAL EDUCATION VIRTUAL CHALLENGE

A-Z RIDE

ALPHABET CYCLE CHALLENGE

TRY AND CYCLE ALONG ROADS NEAR YOU WHICH START WITH AS MANY DIFFERENT LETTERS OF THE ALPHABET AS POSSIBLE. FROM AVONDALE ROAD....TO ZAMPA ROAD

Please cycle safely, wear a helmet and only participate with the approval of a parent or guardian. Put your list of roads into an email and send it to Mr Lines.

DEADLINE: 2 FEB 2021



PE News

How far you can hypothetically travel in a week?

Our next virtual extracurricular challenge is to see how far you can hypothetically travel in a week. I'm sure we're all looking forward to exploring beyond the end of our road later in the year, but we can still travel virtually. Your task this week is to:

- Record how far you travel during your exercise over the next week (run, ride or walk).
- Add up the total distance covered
- Go to <https://www.freemaptools.com/radius-from-uk-postcode.htm>
- Enter your distance travelled from either your home or BGS (DA16 2BL)
- Work out where you could have travelled to and pick a town for a day out
- Email your town and distance to Mr Lines

Mr Lines travelled 77km last week - which would have been enough to get to Brighton. 130km would get you to France for the day! As always- please be very careful on roads, and only ride with the permission of your parent or guardian. Good luck, stay safe, and have fun.

Mr Lines, Head of PE

BGS PHYSICAL EDUCATION VIRTUAL CHALLENGE

MAP DISTANCE CHALLENGE



How far can you travel in the next week?

How far can you travel in the next week?

- Run, ride or walk
- Record your total before 10/2/21
- Enter into website
- Find where you would have got to & choose a town
- Email the result to Mr Lines



<https://www.freemaptools.com/radius-from-uk-postcode.htm>





Book Review

The Curious Incident of the Dog in the Night-time by Mark Haddon

The book explores the story of a 15 year boy called Christopher Boone who goes on an adventure to find out who killed his Neighbour's dog.

At the start of the book the neighbour's poodle, called Wellington is found dead with a garden fork through his body, Christopher is a suspect who is arrested for attacking a police officer who came to the scene. He is let off with a caution but he wants to investigate who the real killer is.

He writes down about his daily life and investigation in the book and talks about how he goes to a school for children with special needs and also how he is going to be the first person to take a Maths A level there. His father confiscates the book so that people cannot find out about who committed the wrong-doing. He also makes Christopher promise to stop investigating.

Christopher still investigates using white lies to carry on, he suspects it might be Mr Shears as he thinks he might have wanted to upset his ex-wife. A neighbour called Mrs Alexander tells him about his mother and Mr Shears having an affair. Christopher searches the house, figures out where his book was hidden, but also finds letters from his dead mother written after she died. He was confused and reads all of the letters, this makes him faint and get sick. His father gets home to discover he has been reading, apologises and admits the truth about his mother and confesses he killed Wellington. Christopher hits his father and becomes fearful that his father might kill him. His father acted calm and told Christopher he will talk to him about it later.

Christopher escapes to London, goes on a dangerous journey and moves in with his mother. His father visits them with the police and the police ask where Christopher wants to stay. He says he wants to stay with his mother and he lives there until her and Mr Shears, who also lives with her, have an argument. Christopher is good at logic and Maths, but poor at reading faces and emotions. He wants to do his Maths exam and so he wants to go back to his hometown.

They live together with Christopher's father until they can afford to live on their own, because his mother also owns the house. He then moves to a shared house with his mother and hates it due to his disability affecting him sharing toilets with people. He carries on visiting his father's home daily until his mum gets back from work, but refuses to talk to him. His father is very apologetic and promises to work hard to regain Christopher's trust. He gives him a Golden Retriever as a gift to show that he means what he is saying. Christopher also gets an A for his A Level Maths exam.

The book makes you look at the world through the perspective of someone who has a more difficult life compared to most. It shows us that we





can reach our goal no matter how hard it is.

I am grateful that Mr Gilmore recommended this as I had abandoned it over the summer and have now read and enjoyed it. I would certainly recommend it to my peers.

Karan Abrol, Year 7

RSC's Chemistry Olympiad

On Friday 22nd January, students across the country participated in the RSC's Chemistry Olympiad. It was an engaging paper that pushed at, and went beyond, the boundaries of IB and A level Chemistry content, challenging students to apply their knowledge and problem-solving skills to unfamiliar situations. Several questions focused on topical issues, such as the chemistry of the anti-malarial drug hydroxychloroquine, which was promoted as a now-discredited COVID-19 treatment by former US President Trump, to the dismay of medical professionals. I thoroughly enjoyed the paper, and would encourage Year 12 chemists to leap upon the opportunity to participate next year. Huge thanks, as ever, to Mrs Moore for organising.

Sam Gee, Year 13



Geography News



Quick Brain Teaser

Can you work out the rivers from these clues?

Email **Mrs Belton-Owen** with your answers, merits on offer or if you get them all right: **A SEAL OF APPROVAL!**



Well done to those students that took part last week, especially to **Matilda Jackson**.

- 1) In general how high must land be, to be called a mountain?
- 2) Name the second highest mountain, the Himalayas, and this is the most dangerous one too!
- 3) Name the highest mountain in South America & which country is it in? BONUS - how high is it?
- 4) Where is the smallest mountain in the world and what is it called?
- 5) What is the name of the tallest mountain that is solely located in Italy?



Year 7 English 500 Word Story Competition

The Process...

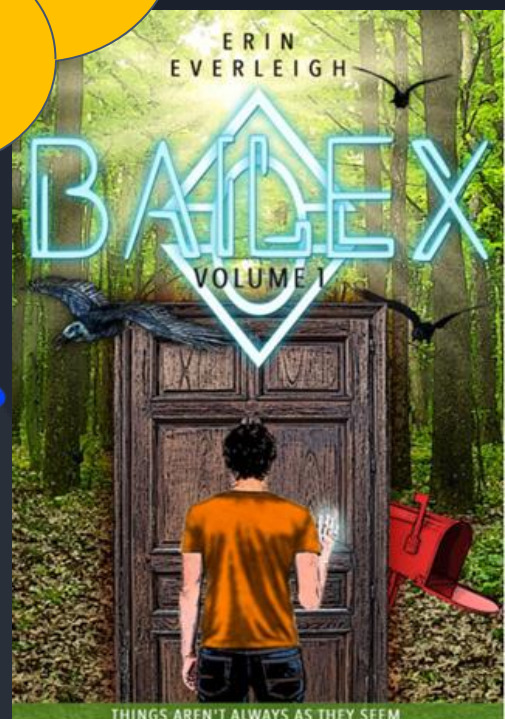
1. Write your 500 word short story.
2. Check and edit your work using tips from the workshop with Erin Everleigh.
3. Submit your final draft to your teacher to be assessed by the deadline your teacher gives you.
4. Your class teacher will choose a class winner by the second week after half term.
5. The English prefects will judge the best stories from this selection.

Winners will receive

Two copies of their story,
published in a short story collection.
Editing tips from a published author.

All Year 7 pupils who enter the competition
will receive a copy of 'BAILEX:
Volume 1' by Erin Everleigh.
(More details to follow)

BGS English in association
with Little Ox Press and
Wordsmithers Academy





Safeguarding and e-Safety Update

Hello all,

I hope you're keeping well during these trying times. I've attached two links that may be of interest:

A number of resources related to Children's Mental Health Week from the DfE

<https://dfemedia.blog.gov.uk/2021/02/01/mental-health-resources-for-children-parents-carers-and-school-staff/>

Useful e-Safety advice from the NSPCC

<https://www.net-aware.org.uk/news/8-tips-for-keeping-your-kids-safe-online-during-lockdown/>

Best wishes,

H.J. Gilmore
Deputy Head and DSL

CYM

CENTRE FOR YOUNG MUSICIANS
A DIVISION OF THE GUILDHALL SCHOOL

GUILDHALL
SCHOOL

Are you looking to make music in a fun and supportive environment?

With a diverse range of classes and performance opportunities for 5 – 18 years, London's Centre for Young Musicians (CYM) is a great place to help you achieve your musical goals.

Many students go on to have successful careers in music and the performing arts, or simply have lots of fun with new-found friends whilst taking their musical ambitions to the next level.

Applications for September 2021 entry close at midday on Monday 15 March.

Sign up [here](#) for our online open day on Saturday 13 February and see what we're about!

Bursaries available.

"I started out as a grade 1 violinist and came out with grade 8. CYM is not just any Saturday music school."

Kamil, CYM 2020 graduate

any Saturday music school."

Kamil, CYM 2020 graduate

