



4th March 2021  
www.bexleygs.co.uk

## A Mindful Moment

### Empathy Week: Student Story



For Empathy week I enjoyed my ballet and modern dance lessons on zoom. It keeps me fit and connected with friends and gives me the opportunity to express myself. I cooked dinner for my family and baked a chocolate sponge cake topped with fresh strawberries and cream. My family and I regularly participate in bingo and quizzes on zoom with my grandparents who I haven't seen since September. It is a way we can connect online with each other whilst having fun. The theme last week was everything pink. This could be from a type of flower to an artist. Every Friday and Saturday evening my dance friends and I hold a movie night. We have been doing this since lockdown in January. We all start the movie at the same time with snacks and shakes whilst face timing in the background. It may not be the cinema but we are making the best of the situation we are currently in to keep us connected. As well as movie nights, we all participate in online escape rooms. Last week was Jumanji.

Zahra Selfi, Year 7

### Return to School

#### Why is it different this time?

The main difference this time? The consensus seems to be that this lockdown has been harder than the last one. Many people have struggled with this lockdown more because:

- It has been longer;
- It has happened over winter, when people can't get out and about outside as much and days are short;
- It is happening for the second time - so, everyone is naturally more fed up.



The challenges and uncertainty of such a long lockdown have increased stress levels, and many may feel that their resilience has been all used up. The same applies to students and teachers! This lockdown has been particularly testing and demanded a lot from us, and that's why it's so important to have support as we return to school.

## No two people are the same

Some of us will have thrived in remote learning, while others may have found it extremely difficult. While everyone will need some support in returning to school after lockdown, it is important to think about whether you might need support in any particular area. Do not be afraid to discuss these with your teachers or form tutor: it is really important that we can talk about our own experience of coming back to school.

## 30 day wellbeing challenge

In order to support the return to school, we have come up with the BGS Wellbeing Challenge (inspired by Jamie Peacock's 30 day wellbeing challenge for teachers and pupils). It takes about thirty days to develop new habits and so hopefully by the end of this challenge, you will have developed strong habits to support your own wellbeing.

The idea is that each week you prioritise a different area of your wellbeing: Week 1 - Sleep; Week 2 - Physical Activity; Week 3 - Healthy Eating. Then on the fourth week, the challenge is to complete all tasks from the three previous weeks.

There is also a gratitude journal to complete each day. It would be great if you could physically write this down each day in a notebook, but you can just think about your answers instead.

Your form tutor will remind you about this challenge, but if you would like to take part then simply print off the sheet and keep it by your bed to remind yourself to complete it every day. Feel free to start it whenever you like.



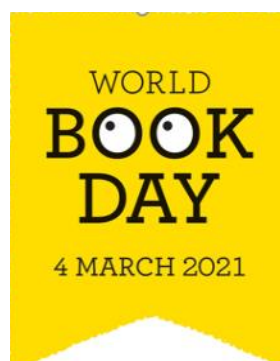
Good luck!

A Mindful Moment



Fill this column in before going to sleep each day	Try to complete all actions during the week (every day if possible)
<b>GRATITUDE JOURNAL: POSITIVE INFLUENCE</b>  Write down three things that you are thankful for today:	<b>Week 1: Sleeping Well</b> <i>Try and tick off these actions every day this week.</i> <ul style="list-style-type: none"><li><input type="checkbox"/> Phone &amp; computer off two hours before bed</li><li><input type="checkbox"/> No caffeine / fizzy / energy drinks after lunch</li><li><input type="checkbox"/> Make your room as dark as possible</li><li><input type="checkbox"/> Fill in your gratitude journal before going to sleep</li></ul>
<b>GRATITUDE JOURNAL: CONFIDENCE</b>  Write down one thing that you achieved today:  <i>Extra: What strength does this show?</i>	<b>Week 2: Physical Activity</b> <i>Try and tick off these actions every day this week.</i> <ul style="list-style-type: none"><li><input type="checkbox"/> Be active for a minimum of 20 minutes each day</li><li><input type="checkbox"/> Be active at the same time as the day before</li><li><input type="checkbox"/> Go outside at least once a day</li></ul>
<b>GRATITUDE JOURNAL: RESILIENCE</b>  Did you find anything challenging today?  If so, how could you respond differently next time?	<b>Week 3: Eating Well</b> <i>Try and tick off these actions every day this week.</i> <ul style="list-style-type: none"><li><input type="checkbox"/> Eat something for breakfast every day</li><li><input type="checkbox"/> Eat five portions of fruit and vegetables</li><li><input type="checkbox"/> Drink 6-8 glasses of water during the day</li></ul> <b>Week 4: Bringing it all together</b> <i>Try and complete all the actions from the three sections each day.</i>





Thursday 4<sup>th</sup> March is World Book Day! It is a shame we cannot celebrate in person, but we look forward to our virtual events. Please look at the upcoming events, run by the English Department and our school Librarian, Mrs Carey ([here](#)). Hopefully you'll be able to participate in a few of these .

### Author's Workshop

During the last week, students from the lower years were invited to join in a virtual meeting with author and illustrator, Liz Pichon (thanks to Mrs Carey for organising this). They learned how to doodle in the style of the illustrator, whilst also participating in a Q&A. Here is a sample of illustrations and reflections from the attendees:

The event began at 2pm, with Pichon showing us a collection of doodles that she had drawn. She read an extract from her newest book, 'Ten Tremendous Tales', in celebration of ten years of Tom Gates! She read an extract of Tom recalling his conversation with Delia after she was told to babysit him. It was a very good story! All in all, it was a really cool event where we learnt tips for writing and drawing. I really enjoyed learning how to draw Tom Gates.

### Jessica Davis, Year 7



**Anis Houmani**  
Year 8



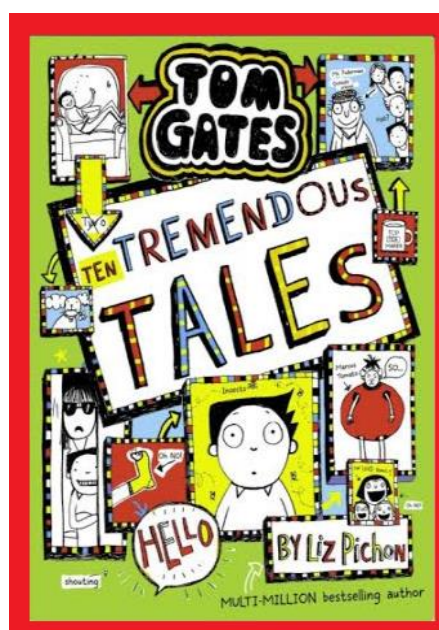
**Elizabeth Smirnova**  
Year 8



**Isabelle Raphael**  
Year 7

The live stream with Miss Pichon was very exciting as the Tom Gates book series was one that I loved when I was in Year 4. The call was very interesting as there were a variety of activities. These included: drawing, asking questions and hearing stories about Pichon's writing. *I enjoyed the doodle session, as it* was very interesting to see how she creates her illustrations. One thing I didn't anticipate was that she answered our questions, which gave a more personal touch to the event. Overall, it was a good experience and I hope we have more events like it in the future. Due to the pandemic, it has been impossible to go on trips, but this was just as fun!

### Aggeliki Mirza, Year 7





# LGBT+ History Month

## It's a wrap!



We have come to the end of LGBT+ History Month, but this doesn't mean we are no longer paying attention to the wonderful contributions made by LGBT+ people and also to the issues they still face.



The lockdowns have been challenging for us all, but for LGBT+ people they have been even more challenging: for many, this has meant being stuck at home with family members who are not accepting and often abusive. The restrictions on gatherings and socialising meant that many people haven't been able to access much needed support and to feel part of a community.

In the next slide, there will be some facts and data showing quite how much the LGBT+ community has been affected - it can be distressing to read, just to warn you...



### The impact of the COVID-19 pandemic on LGBT+ people

#### #Stayathome:

What if it isn't safe to stay at home? Almost **a quarter of young people** at risk of homelessness are LGBT, usually because their families reject them. **More than one in ten LGBT people** have faced domestic abuse from a partner, rising to 19 per cent for trans people. Stonewall.org.uk



Social isolation means that many are trapped inside with abusive partners or family members. Reports of domestic abuse have risen since safety measures were implemented. As LGBT people are more likely to experience domestic abuse this rise is likely to be disproportionately affecting LGBT people. Since the new safety measures came into effect, LGBT Foundation has seen a 30% increase in domestic abuse/violence calls to our helpline. LGBT Foundation





# LGBT+ History Month

**Hidden Figures: The Impact of the Covid-19 Pandemic on LGBT Communities** is a culmination of the findings from LGBT Foundations online survey, existing research on LGBT health inequalities, and their own unpublished service user data. Their survey found that of LGBT people who responded:

- 42% would like to access support for their mental health at this time
- 8% do not feel safe where they are currently staying
- 18% are concerned that this situation is going to lead to substance or alcohol misuse or trigger a relapse
- 64% said that they would rather receive support during this time from an LGBT specific organisation
- 16% had been unable to access healthcare for non-Covid related issues
- 34% of people have had a medical appointment cancelled
- 23% were unable to access medication or were worried that they might not be able to access medication



## Where can I get help and support?

Here is a [link](#) to Stonewall's website that will direct you to ways in which you can get support if you are experiencing difficulties during this period:

Let's look forward to happier, more positive times! Soon we will be back in school and we will be able to see our friends, and with restrictions lifting in the coming month's life will get a bit easier! Don't forget that Ms Contini, Ms Meacher and Ms Orchard will always be happy to listen to you and to support you.







# STAR STUDENTS OF THE WEEK



## Star Students

### The Year 10 Photo Contest



In this week's Year 10 Battle of the Forms, we were capturing images on the theme of nature! It was unbelievably difficult for me to choose a top 3 due to the overwhelming quality and number of submissions. Everyone did so well. In first place is Ayush Mukherjee, 10MMC. In second place is Ben Huggett, 10SMK. In third place is Tanvi Peddamallu, 10THW. Well done and congratulations! Everyone who entered won 10 points for their form. Stay tuned for the third and final instalment of the Year 10 Battle of the Forms.

***Ms Anderson, Senior Academic Mentor, Year 10***

1st



**Ayush Mukherjee**

2nd

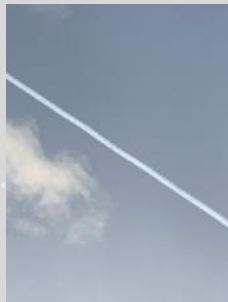


**Ben Huggett**

3rd



**Tanvi Peddamallu**



**Nathan Singleton**



**Emma Farcas**



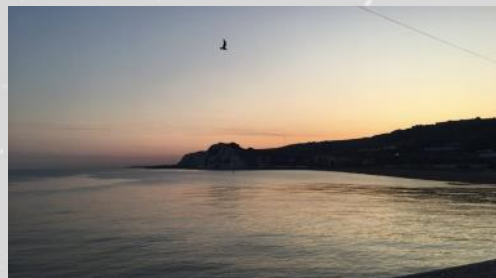
**Holly Bale**



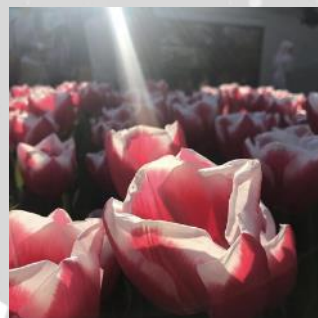
**Shakeel Majeed**



**Grace Taylor**



**Pamela Fernandes**



**Kalyani Vishnu**

STAR STUDENTS OF THE WEEK





## Art Star Students

Year 9 art students have been exploring the persuasive power of propaganda and advertising, and using what they have learned to formulate their own visual messages through photography.

There is strong evidence that our mental health is directly linked to our exposure to screen based entertainment. This is one of the reasons Bexley Grammar School introduced restrictions on phone use during the school day, and we saw near immediate increases in social interactions and smiles. With much of our social interactions now limited to the virtual, there is a strong case to balance it with non-digital entertainment like reading or practical activities.

Our students know that the quality of information we put into our minds is every bit as important as the quality of food we put into our bodies. Both information and food have now been conclusively proven to have direct relationships with our mental health.

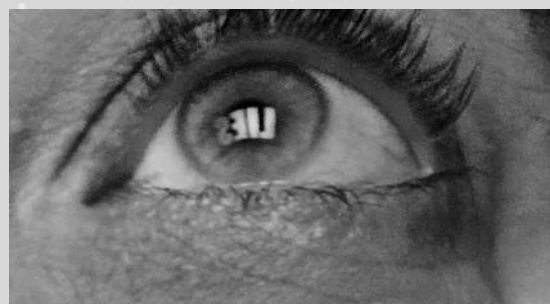
Our students also know that with so much choice, hype and misinformation making the 'right' choices with food or information is not easy. At Sixth Form, our I.B. students study 'Theory of Knowledge' as part of the diploma, which further explores many of these issues in depth. As you can see, our students will be well prepared for what lies ahead.

### ***Mr E Gilmore, Art Department***

**Zaid Malik:** My artwork shows how our lifestyles are influenced by big corporations using products that can affect us negatively. Chocolates, biscuits, drinks... they all affect us. And that is all due to the special kinds of manipulation they use. The apple represents what is a healthy lifestyle but then all the big companies' products tower over the apple



symbolising a big change in society. In this picture, it gets darker towards the top to show that we are still oblivious to what could come next and overpower us. The apple is under a spotlight as that is what humans should be prioritising: their health.



**Robert Humphries**



**Joseph Turner**



**Freddy Moore**



**Simon Le**

Be wary of trusting what you see on digital media.



**Theodore Graham:** We are constantly urged to upgrade when we already have something that does the job perfectly well. Are the tiny improvements worth all the hours you must work to pay for a new unit?



**Rebecca Elkins**





**Emily Atkinson**

Another prominent theme with our artists is the impact our convenience based lifestyles are having on our environment. As we have seen so far, they are acutely aware that our physical surroundings have a direct impact on our long term physical and mental health.



**Joseph Turner:** The picture shows a very grey, polluted area with trees and people on the ground. However the Shell man is holding money, and he is in colour. This refers to how Shell and other large companies are polluting our world and making tons of money. People just see the things in colour (the company) and not what goes in the background. Also the car has guns on it, symbolising the idea that we are killing our children with our pollution.



**Theodore Graham:** We must unite to eliminate single use packaging.



**Summer Hewett**



**Stephan Hristov:**

Instead of waiting for someone else to sort out the mess our world is in, we need to be the change we want. Picking up other people's litter may not be fashionable (yet), but does make the world a slightly nicer place for us and others straight away.



**Lenny Delieu**



**Max Johnson**



## Geography Star Students

This week we are celebrating the amazing assessments that the Year 8s have completed at the end of the unit of work on Rivers. Students had the opportunity to research one of the following world rivers, The Nile in East Africa, The Yangtze in China, The Colorado in USA or the Ganges in India & Bangladesh. For the assessment students were required to work to the following success criteria:

- \*Location of the river both at a range of scales
- \*Social uses \*Economic uses / value \*Environmental importance \*Threats to the river
- \*Ways to manage threats / river
- \*A range of juicy facts, maps, images to be included.

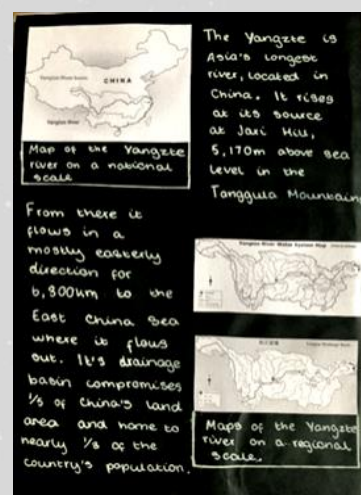
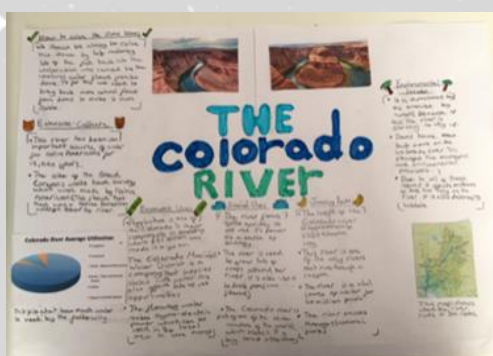
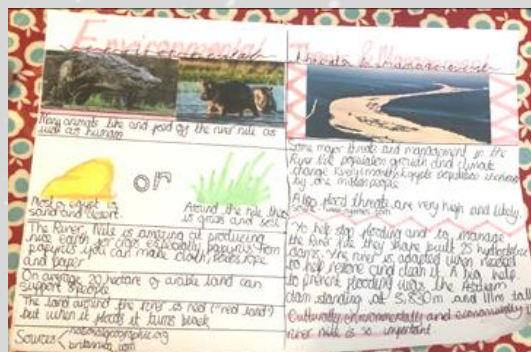
**Mrs Belton-Owen:** The work completed by my classes blew my mind, so much creativity in completing this work. I am looking forward to it coming into school for a new display in M18.

**8AMM:** Two of the best pieces from 8AMM are both on the River Nile, well done to **Leo Leupold** for his massive poster that included an impressive number of images.





**Matilda (Tilly) Owen** made a booklet and included a number of hand drawn pictures to show off the different features of the Nile. Really fabulous.

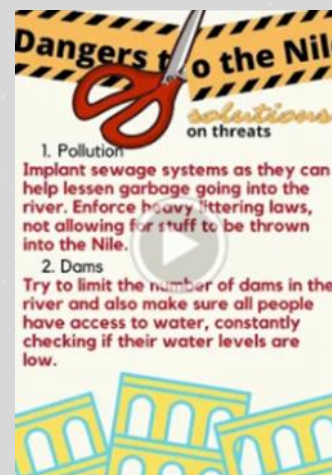


**8MCA:** Two pieces of work that I really enjoyed were from **Vadim Pesenti** who looked at the Colorado, I loved the range of supporting images used. Great effort with this.

**Victoria Karasimova's** completed a handmade and beautifully designed booklet on the river Yangtze. I loved the black background and white writing so eye catching.

**8MEM:** I liked the simple yet effective **Alex Anastasov** hand drawn map that was annotated with juicy facts, well done Alex Anastasov.

While **Jesse Oshogwe** made a super amazing video of his work showing off his film IT skills and well as his geographical knowledge. Awesome.



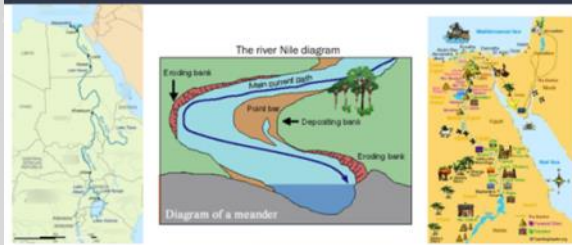
**8JEA**

Miss Ashman was stunned with some of the pieces of work handed in, but there were 3 standout pieces of work from 8JEA. See below for the inspirational work from these students.



**Matilda Jackson** produced a stunning project on the River Ganges. She hand drew a fabulous map showing the Gangs route through India and also went further to give information on why the Ganges is also culturally important. Great work!

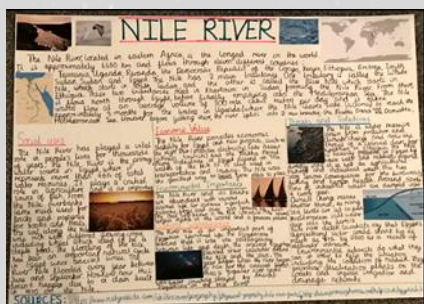
**Deya Dimitrova** produced a cleverly presented project on the River Nile. In particular I loved the hand drawn diagram of the Aswan Dam (a high level skill!) and also the importance of the Nile for the ancient Egyptians. Cracking work!

**Photos..drawings...diagrams!**

**Sophia Hartley** slide presentation which showed in depth detail research and the references she used. In particular I liked the unusual diagrams and maps Sophia used to show the features of the River Nile.

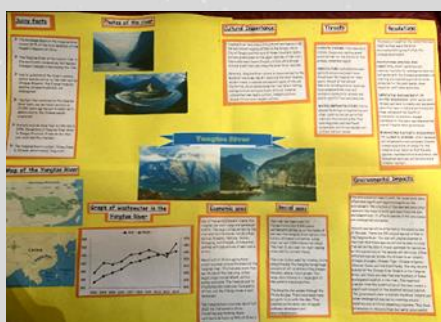
Mr Marinuc: amazing work from all the students in my Year 8 classes, the effort shown with your rivers assessment was very pleasing to see.





**Mohammed Al-Mus Mazumder** for his colourful presentation on the River Ganges. The colour made this eye catching.

**8VJA: Jean Pierre Duah** completed a poster with an eye-catching yellow background, it was this that helped to make the written sections really stand out.



**8NSS: Varun Tadulwadikar**, I loved his professionalism with the design and layout of his work.



**Emily Hoang**, used a creative design for her work on the Colorado River, it was simple yet effective, well done.



**8MGG: Anna Tyukova** completed a hugely detailed poster on the River Nile, including the extension task that explores the cultural value of the river. Well done.

## Ganges:



Image displays Ganges river

**Geographical Location**  
The Ganges is a major river in northern India. It flows from the Himalayas in the north to the Bay of Bengal in the east. The river is about 2,525 km long and covers an area of 581,477 sq km. It is the third largest river in the world by discharge volume.

**Economic Value**  
The Ganges is a major source of water for irrigation and drinking. It is also a major source of electricity. The river is used for a variety of purposes, including agriculture, industry, and domestic use.

**Cultural Significance**  
The Ganges is a sacred river in Hinduism. It is believed that the river is the goddess Ganga. The river is worshipped and people take a holy bath in it. The river is also a source of inspiration for many artists and writers.

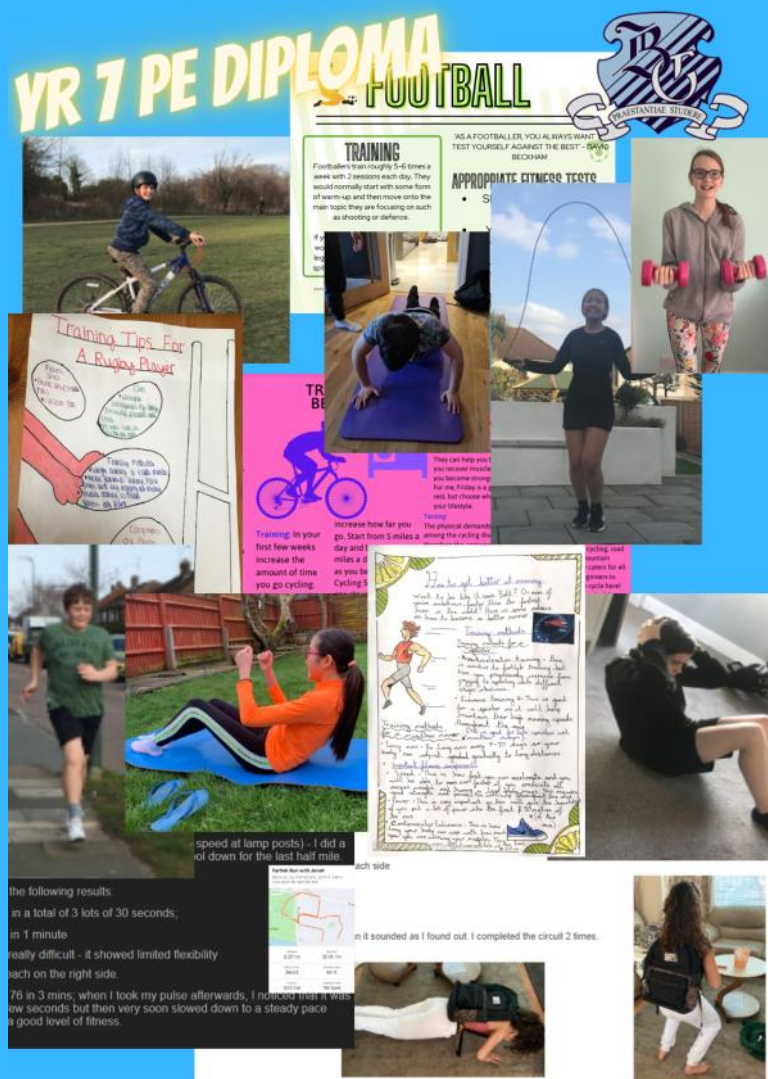
**Inam Ahmed** for the booklet which had a number of lovely hand drawn maps and diagrams on the River Nile.



# PE News - Year 7 Diploma

Well done to our Year 7 PE students who have spent this lockdown working hard on their PE Diplomas. They have produced fantastic work which has included undertaking home fitness tests, participating in a variety of fitness activities, and completing a poster about training methods for athletes. It has been brilliant to see so many of you making such an effort to stay active!

**Mr Lines, Head of PE**



## 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.**



- 1) Where in the world is the "lost lake?"
- 2) In which country would I find the boiling lake?
- 3) Where is the Rio Tinto and why is it called this?
- 4) Where is the roughest strait of ocean water in the world?
- 5) Why can you not see Lake Vostok?





## Results House Photography 2020/21

Senior Results theme: Anticipation or Winter Wild

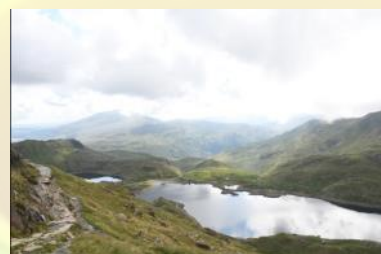
1st - Johnson 12  
2nd - Prothero 10  
3rd - Mabbs 4



1st Place Francesca Handscombe



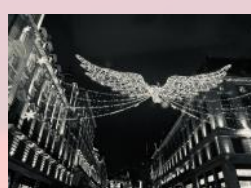
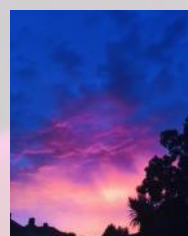
2nd Place Maia Bourrelly



3rd Place Siddhartha Gurung

## Other Entries

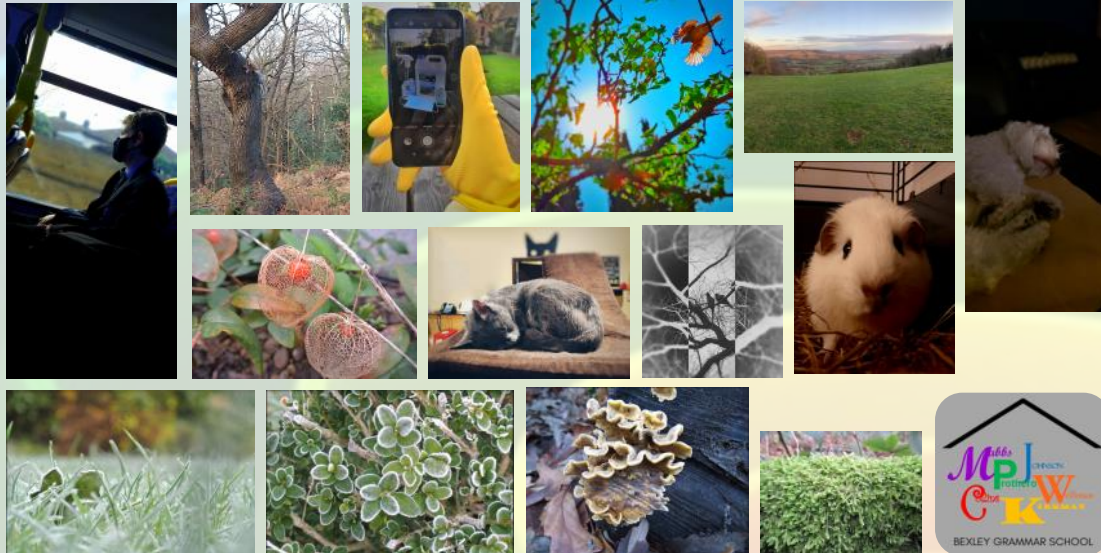
Junior Results theme: Light and Shadow or The Hidden World.  
The next 12 placed entries, randomly shown:







Other Intermediate entries. Theme: Isolation or Winter Wild



Other Senior entries. Theme: Anticipation or Winter Wild







SUMMER TERM ONLINE

CODEKIDS



# Python Coding Club



**BOOK HERE: [WWW.CODEKIDS.ORG.UK/BOOK](http://WWW.CODEKIDS.ORG.UK/BOOK)**

**USE CODE BGSPA AT CHECKOUT TO GET 10% OFF\***

Enrollment funds donated to BGSPA



\*This offer expires on the 31st of March



BGS PA

# Thank you parents!

With your help, BGS PA are pleased to have approved funding for the following:

£897 for science (3 digital waterbaths)

£800 for PE (2 exercise bikes)

£455 for SEN (software for helping to diagnose dyslexia)

£400 for DT (start up costs for a skateboard club)

We appreciate your support!



## News items you may have missed



To mark these two events BGS have invited students in Years 9-13 to join in a range of virtual panel discussions on careers in STEM fields.

The timetable is as follows:

**Years 9 and 10 only**

Robotics and AI (Wed 3<sup>rd</sup> March 2-3pm)

Physics in Medicine (Fri 5<sup>th</sup> March 2-3pm)

These are from the Institute of Physics, more details [here](#).

**Years 11 -13**

Pathways into STEM (Wed 3<sup>rd</sup> March 2-3pm)

This is being provided by [inspiringthefuture.org](https://inspiringthefuture.org)

**Please see Ms Lusted's email if you wish to attend.**

Also you may be interested in visiting the National Careers Week website [here](#) to see if there are any other videos or activities that are of interest to you. There is even a very extensive virtual careers fair.

## British Science Week for the Lower School

Additionally some further activities have been planned for the lower school to mark British Science Week. Here is Science Prefect Emilio Mendoza to tell you a bit more about it (the link to the experiments will be sent out next week):

Science Week is coming everyone! Throughout the 5<sup>th</sup> March until the 11<sup>th</sup> we encourage everyone to take part in fun and interesting science experiments that anyone can do at home with just regular, everyday equipment! These activities will show you how amazing the world of Science is and how it is not limited to the Science lab in school, it's everywhere! You can find many incredible experiments on YouTube that are safe and easy to do with the whole family or by yourself, but remember, these must be done responsibly and with care for them to work and so you can have the best experience making them.

On that note, have fun and experience the beauty of Science first hand in this year's Science Week!

Emilio Mendoza



On the 3<sup>rd</sup> and 4<sup>th</sup> of March the Year 8 students will be taking part in a **Marine Engineering Workshop**.

## Science Book Awards

The Royal Society is running a Young Person's Science Book Prize. There will be a Virtual Book Awards held live on YouTube with the possibility of joining in a Q&A with the authors at the end. We would love to get year 7 involved, reading the books and posing questions to the authors at the Q&A session.

The list of books has been shared via their google classrooms and have been promoted for their library lessons. I know a few of them have been really enjoying reading these books. Here is the full list and you can read about each in more detail [here](#):

- Neil deGrasse Tyson - Astrophysics for Young People in a Hurry
- Izzi Howell - Cats React to Science Facts
- Stella Gurney (Libby Deutsch) - The Everyday Journeys of Ordinary Things
- Katie Brosnan - Gut Garden
- Barry Marshall FRS - How to Win a Nobel Prize
- Aimee Lucido - In the Key of Code

Here is a book review of Aimee Lucido's In the Key of Code by Karan Abrol (7AJW).

*In the Key of Code by Aimee Lucido is a story about 12 years old Emmy who moves from Wisconsin to San Francisco because her father gets a job at the San Francisco Symphony Orchestra. Both her parents are musicians, but despite her many attempts at learning music she never really feels that she is any good at it. Starting a new school, she's lonely and doesn't feel she fits in. She plans to take an elective in music but as too many people were taking it, she ends up in Computing. She starts to enjoy it and discovers that she is good at it and joins a coding club after school.*

*Emmy meets Abigail when she is secretly changing her elective on the board, Abigail signals her to keep quiet about it. They soon become best friends through their shared interest in coding. It's an inspiring story written in verse and javascript and although initially I found it strange to read, I soon got the hang of it. Emmy was curious and asked her teacher Ms Delany if she can play music in code and learnt that she can. She realised she enjoyed it and was good at it. She felt that she could be good at something too and wasn't lonely anymore. I would say that it is a feel good book with a message that everyone is good at something that makes them happy. I also enjoy coding although I'm not that good at it yet.*

I hope to hear of lots more Year 7 students enjoying these books and taking part in the virtual event. I will be emailing out more details next week.

**Ms Lusted, STEM Co-ordinator**