

SUMMER 2021 EDITION

BGS BUZZ



BGS ARTSFEST

A MUCH NEEDED RAY OF SUNSHINE!

PLUS: MARSBALLOON PROJECT, VIRTUAL MACBETH AND
LOTS MORE EXCITING CONTENT!

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editor's message

Welcome to the Summer 2021 edition of the BGS Buzz! We hope you enjoy reading what we've been up to at BGS in the summer term, as well as some really interesting and important current events.

From all of us, have a lovely, healthy and safe summer break!

Ms Contini and the BGS Buzzers

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headteacher's message

Welcome to the summer edition of the BGS magazine!

The end of term this year is full of the promise of a return to school life in September that may be much closer to what it was two years ago, before any of us knew what Coronavirus was.

At the time of writing we are a week or so away from our first music concert for well over a year, taking place outside to allow a healthy sized audience and combined with drama, art and design & technology; it typifies the spirit with which we have approached the challenges of the pandemic, trying desperately to preserve what is important to us, wherever we are able.

Many of our students have faced challenges this term with disruption caused by the pandemic. I feel especially for our examination years who have not had the opportunity to sit public examinations. The IB results are already published and, as you know, broke all school records. I am confident that the GCSE results will also inspire in August. Both year groups should know – you have been a credit to the school and should take your examination results forward with pride. We look forward to welcoming year 11 back in September alongside external students to enjoy the buzz of a sixth form back to the way it should be.

Year 13 – good luck and work hard as you follow your aspirations and ambitions building on your incredible IB success. Come back to tell us your individual success stories – perhaps in a future magazine!

We have several staff leaving us – you can read about some of them later in this magazine. But I just wanted to mention two members of the support staff who have had long careers here but whom you may not know because their support of you is often behind the scenes. Mrs Braybrook has worked as a science technician, ensuring you have the resources you need for science lessons, especially practicals, for 19 years. Mrs Triggs joined us the year before, 20 years ago, originally in reception and then in the main office to become one of the key administrators in the school – the Admissions Officer. She has literally admitted thousands of students into year 7 and year 12 over the years and, remarkably, remembers a considerable number of you! On your behalf, I thank them for their often unseen service to the school in supporting thousands of students for two decades.

As we conclude a year like no other, I would like to join you in thanking all our staff who have navigated this period of uncertainty with the welfare and progress of our students always uppermost in their minds.

I would also like to join with our staff in thanking you, the parents and carers of our students, for your support and patience in some very challenging circumstances. And I'm sure we would all join together in thanking you, our students, our children, for your flexibility in having to adapt to changing guidance, switching from face-to-face to virtual learning and back, learning new routines – in short, for your resilience and patience. I am proud of what we have achieved together and I feel confident that we are well prepared for a smooth return to something very close to normal in September.

Enjoy the wealth of creativity captured in this magazine. A huge thank you to Ms Contini and her team for editing such an impressive publication.

Finally, I would like to wish staff, students and their families a relaxing and enjoyable summer holiday, perhaps a little different to your usual holiday plans, but a break nonetheless. I look forward to welcoming our students back in September, excited and eager to take our next steps together.

Mr Elphick



Current affairs and issues

EURO 2020

WHERE IS HOME?



BY MICHELINE ADOFO, YEAR 12

England set off to take part in the historic Euro 2020 final on Sunday 11th July where the team was recognised as being a "celebration of diversity" as more than half of Gareth Southgate's team of 26 people have at least one parent or grandparent born outside of the UK.

Out of the 11 players who started for England in their semi-final victory over Denmark on Wednesday the 7th July, a total of seven have a parent or grandparent from overseas.

However, even with this in mind, when football players Marcus Rashford, Jadon Sancho, and Bukayo Saka missed a penalty during the final, they were targeted with racist abuse on social media. A mural honouring Rashford was also vandalised soon after England lost to Italy in the Euro 2020 final.

The acts of vandalism towards murals honouring these players raised many concerns about the backlash that players of colour receive when their performance is not perfect. People over all types of social media platforms have been quick to call out how there's a lack of urgency to stop the hate towards players and that situations like these are never addressed properly, instead only statements condemning racism are released.



The pressure that players of colour feel to feel like they belong in this country was also brought to awareness through social media.

Despite the murals being stained with graffiti, members of the local neighbourhoods were able to conceal the rude messages, and replace them with uplifting and inspirational messages to the members of the football team.

Although Boris Johnson has said that he is implementing Football Banning Orders for people who abuse footballers online to stop "vile behaviour", Labour leader Sir Keir Starmer said the government had only promised to act because "they've realised they're on the wrong side, and now they're hoping nobody has noticed".

The England footballer Tyrone Mings has also criticised the home secretary, Priti Patel, in her condemnation of the racist abuse faced by his teammates, after she called players taking the knee "gesture politics". He said: "You don't get to stoke the fire at the beginning of the tournament by labelling our anti-racism message as 'Gesture Politics' & then pretend to be disgusted when the very thing we're campaigning against happens."



At this problem only seems to be getting worse, as more recently Lewis Hamilton has also been the target of racist abuse on social media after his victory at the British Grand Prix which just took place on the 18th of July. The recurring problem of racism in the UK being unaddressed has led many to ask the following question: How come Instagram and Twitter can automatically flag Covid related news and, in the case of Instagram, ban inappropriate pictures - but can do nothing about the racism that proliferates on their platforms?

ONE RULE FOR US, ANOTHER FOR THEM

THE MATT HANCOCK AFFAIR



BY OLIVER SUAREZ-JIMENEZ, YEAR 12

Our health minister was caught in 4k. Snogging. Cheating. Not following his own laws. Not acting in a 'ministerial' manner (whatever that is in a post Trump world). What is most surprising about all of this, is the fact that he was... fired! Yes, 2021's political world, the firing of a scandal-hit, clearly incompetent minister is seen as a fairly major shock to the system.

Throughout much of his prime ministerial tenure, Boris Johnson has proven to be increasingly unwilling to fire or reshuffle any member of his cabinet, despite most members being hit with at least one scandal, with Hancock being the first key member of the cabinet to be fired due to his own lack of integrity. But why has it taken so long for even one member to be replaced? Gavin Williamson almost robbed a hundred thousand children of their future, Priti Patel has faced bullying allegations and even before this, Hancock had still proven himself to be an incompetent minister for health.

The real question regarding the Matt Hancock scandal is why this is the first time calls to fire him have been widespread. Whilst the argument can be made for cabinet reshuffles to not be in the nation's best interest-seeing as political instability will result in a far less organised response to the Covid19 pandemic, is there any reason for a clearly incompetent minister to be in this role of upmost importance up to now? We are all aware of his terrible, terrible response to the pandemic, being partially responsible for the ongoing tide of cases, death and lockdowns-that could have been avoided under more competent leadership. Yes, it is clear that Hancock isn't entirely at fault, and yes, some devastation from Covid19 was imminent, but it still begs the question as to why he was still in charge up to this point. The PPE, the masks, the initial calling of the lockdown, it all could have been managed in a better manner, had a more competent MP taken the helm. Even if Dominic Cummings words are untrustworthy, potentially fabricated and aimed purely with malicious intent, it is very clear that at least some components of his scathing attacks are clearly true. For example, Hancock's denial of PPE shortages-that may have led to inexcusable Covid deaths (a scandal heavily focused on throughout Cumming's diatribe) should have really warranted a sacking months ago, since Hancock was probably aware of the excess death caused by his inaction to successfully source equipment that could have SAVED THE LIFE of patients.



So the question is, why was Hancock only fired now? It doesn't make sense for a government as clearly opposed to the firing of ministers to only choose to fire a minister now. And why is there so much of an outrage only now! Sure, it is obvious that clearly not following your own set rules, as well as the abuses of power shown through the video, are clearly actions that a minister should not be performing, but aren't we used to morally dubious acts within modern politics? Because it is clear that whilst the leaked video may have been his final straw, there was no clear need for him to remain in this post when he was most culpable for our clearly bungled response to Covid, and the remaining restrictions that we currently live through are clear consequences of his failures. A simple act of deceitful conduct may (of course) be fireable in the eyes of some governments-but why has it taken so long for this to happen, when the minister involved may be culpable for excess deaths?



CANADIAN RESIDENTIAL SCHOOLS

THE FORGOTTEN SURVIVORS



BY MAYA BHOGAL, YEAR 12

Indigenous history has been an area of awkward neglect for decades, partially due to the shame surrounding the topic and partially due to the 'lack of relevance' it has to the British curriculum. However, it is important that we educate ourselves on Indigenous history, in particular the devastation left on these tribes due to interference from the rest of Canada. Therefore, as we just pass Canada day, it is vital that we speak on these issues, especially the emotional and psychological destruction left from the forgotten but abusive residential schools for First Nation children.

Residential schools, by its very definition, were government-supported boarding schools for children from Inuit and other indigenous communities in Canada. These schools forced children from 4 to 18 to leave their tribes and learn to assimilate into non-indigenous Canada, and in turn robbed them of their identity and connection to their culture. Alongside that, a plethora of abuse stemmed from these schools, leaving the survivors affected by trauma and confusion over their identity.

These schools, whilst presented to the world as safe and educational places, hid unbelievable amounts of abuse. From exposure to diseases such as tuberculosis and being used for scientific experiments to sexual and physical abuse, residential schools allowed for a lot of unnecessary pain amongst indigenous communities. However, an important factor to consider in this mistreatment of First Nation people is displayed within the recent news of 182 unmarked graves in a former residential school in British Columbia. These 182 unmarked graves only added to the thousands of unmarked graves of residential school students all over the country. The families and communities of the deceased have been left without justice, and without a viable answer for the abuse their children experienced, for years up until the closure of the last residential school in 1996. Despite an official apology only recently by Justin Trudeau, these communities have been left unacknowledged and ridden with trauma for years, and we as young people have the ability now to learn from the mistakes of the past and aid these tribes in their effort to heal.



It's hard now to think of anything we can do about these unerasable horrors faced by hundreds of thousands Indigenous people all over Canada. The trauma of these places have led to some of the highest suicide rates, alcoholism rates and depression rates in all of Canada, placing a harsh perception on these First Nation tribes from the rest of the world. However, there is plenty we can do to educate ourselves and offer help to those still struggling with the aftermath of Residential schools. In order to educate ourselves, we must at the very least acknowledge the damage felt by these communities, understand the wrong doings and try our hardest as the younger generation to not make the same mistakes. The issue of cultural assimilation within First Nation communities is still a prevalent matter to this day, and it is important that the celebration and understanding of Indigenous culture and lifestyle is encouraged and prominent in Western society. Therefore we mustn't just do the very least, but the very most we can to help these communities in their ongoing process to heal.

After over a century since the first Residential school, it urges us to comprehend that the damage left on these communities will most likely be forever ongoing and deep rooted in the dark history of Canada. It allows us, as young people with the ability to voice our opinions, to open ourselves up to a more tolerant world, where every culture is valued, respected, celebrated and appreciated.



Charities, Books and other media about Indigenous History :

- Indian Residential School Survivors Society (Charity)
- Legacy of Hope Foundation (Charity)
- True North Aid (Charity)
- The Inconvenient Indian - Thomas King (Book)
- They Called Me Number One - Bev Sellar (Book)
- The Indian Horse - Richard Wagamese (Book)
- The Body Remembers When The World Broke Open (Movie)
- Angry Inuk (Movie)
- Canada has lost its Halo (Article)

*News from
departments*

English Department

What has happened during the summer term?

Highlights

Year 7 Creative Writing Club

Recommended summer reads

by Deborah Akinbode



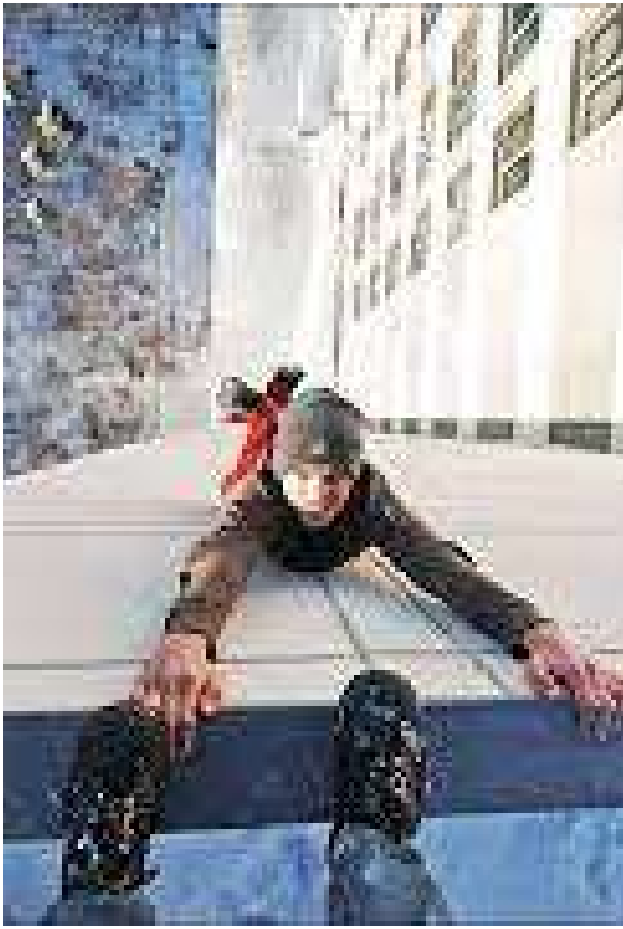
Year 7 Creative Writing Club

Some Year 7 pupils have been involved in Creative Writing Club and wrote some brilliant short stories. Here are some examples.

Keep Running

My heart beats out of my chest as I sprint inhumanly fast down the narrow track of tarmac set into the deep red stone of Mars. A metallic voice screeches in my ear, the ear of the boy with his track next to mine, the ear of the hundred boys next to him and the ears of the 60,000 boys all sprinting down their own dark track. "Movvvveeee FASTER!" I pump my arms and blur my legs with such speed that it feels like I'm flying. Except you can't be free if your hands are always chained. My dark hair sticks to my forehead and I focus on the light thrumming of my feet against the tarmac: Thudthud. Thudthud. As much as I'd like to, I can't stop, can't take a proper breath. Everyone knows what happens if you stop running.

Naima Mandjeli



The Elemental Beginner

Luke was kicked in the shins and was nearly thrown off the building but managed to clasp onto a narrow ledge. His whole body was vibrating. 'Any final comments?', asked Crimson Exodus, devilishly. Suddenly, Luke had a flashback of a monk telling him of his future and of how he was destined to save an alternate planet. This caused him to let go of all fears and control all the anger inside of him, which seemed to make him feel as if he were an unstoppable force, letting go of the paper-thin ledge using his new water ability to propel himself in the air - blowing an extremely surprised Crimson Exodus into the police helicopter, 'See you never!', smiled Luke with pride.

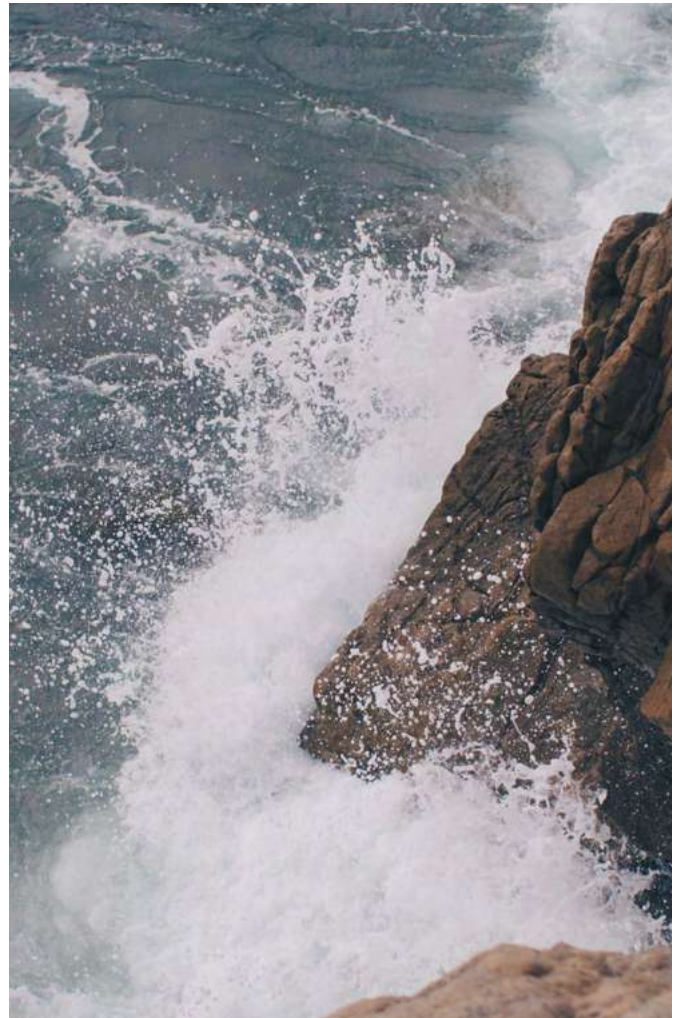
Saimom Islam

The Ocean in his Eyes

Tears swelled in his droopy, azure eyes as he continued to sink deeper into the inky abyss. It was no use. He had lost his friends. He had lost his mother. He had lost practically everything. The water began to fill his chest...pulling him deeper into his inevitable death. No matter how hard he shrieked, his voice couldn't be heard. What did his voice even sound like? It didn't matter - at least he can still remember the soft voice of his mother. Utilising every last ounce of his energy, he gradually began to drift into the ocean, becoming yet another lost soul.

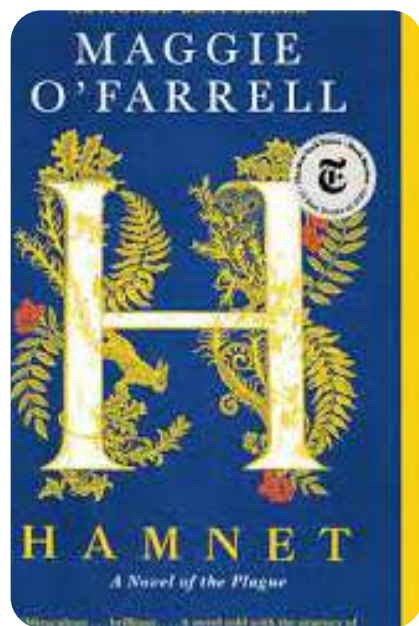
"Atlas, ATLAS! Are you ok?" the worried tone in their voice was prominent...

Gabriella Akanbi



Recommended summer reads

Some teachers in the English Department have provided a review on their recommended books to read over the summer and the books on this years' recommended Summer Reads are:



'Hamnet' by Maggie O'Farrell

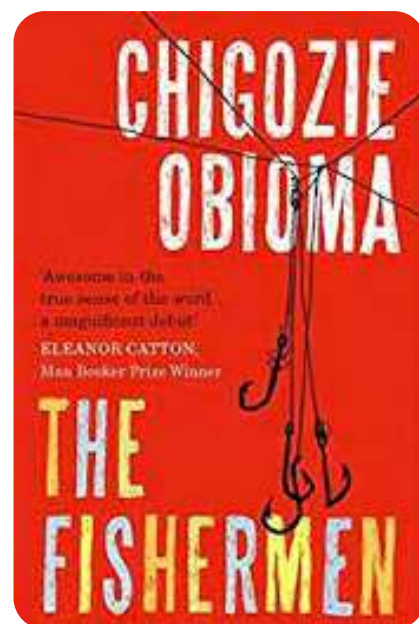
This is a beautifully written, evocative and ultimately very moving book. The ending is known from the beginning: it tells the sad (true) story of the death of one of Shakespeare's children - his son, Hamnet. What is fascinating is how skilfully O'Farrell manages to conjure the images of Stratford and London and Shakespeare's home - it is so well researched and depicted that you feel transported back in time as you read. It is strange and poignant to think of this literary great as a normal man: a brother, husband, father who was in many domestic ways as 'ordinary' as anyone. A tragic story, but wonderfully told and ultimately satisfying. (Mr Griffin)

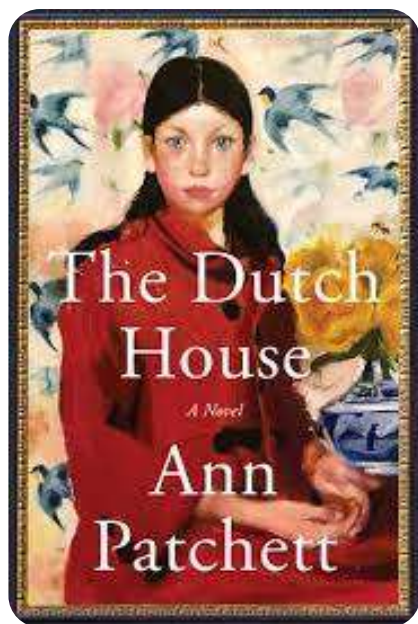
Maggie O'Farrell is one of my favourite authors and her recent novel, Hamnet, doesn't disappoint! She imagines the story of Shakespeare's son's death at the age of 11. Hamnet, twin to sister, Judith, is believed to be the inspiration for Shakespeare's greatest tragedy, Hamlet, written just 4 years after the death of his son. More interestingly, however, is Farrell's choice to focus the story through Shakespeare's wife, here named Agnes, moving in alternating chapters between the past and present, and exploring the universal themes of love and death so characteristic of Shakespeare's great plays. From the intensity of the forbidden love between the young Shakespeare and Agnes, to the intense death scene and the crippling grief in the wake of the loss of their son, the novel vividly recreates the world of Stratford-Upon-Avon from which Shakespeare is born and invites us to appreciate how this setting gave birth to the characters and stories which we have become so familiar with on the stage. Hamnet and its characters resonated with me long after I finished reading the final page - the mark of a great novel for me! (Ms Hanington)

'The Fishermen' by Chigozie Obiora

I thoroughly enjoyed reading 'The Fishermen' by Chigozie Obiora.

It tells the story of a group of brothers who go against their mother's instructions and visit a forbidden river. Sadly, they then spend the rest of the novel dealing with the repercussions of their disobedience. Both tragic and heartbreaking, it was hard to read this book without shedding a tear or two! However, I was ultimately struck by the way the author kept us guessing about whether or not the brothers' fate had already been decided at the start of the novel. Well worth the read! (Ms Adeaga)





The Dutch House by Ann Patchett.

I have recommended or gifted this book to so many people: it is like a warm hug or a comforting cup of tea in a paperback. It tells such a tender and intimate story of a brother and sister as they grow up. Patchett has a wonderful way of transporting you into the lives of the characters and I can see why she has won awards for her writing. (Mrs Quinton)

South of the Border, West of the Sun by Haruki Murakami

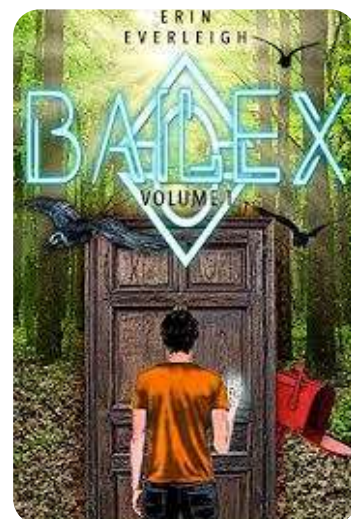
Of all the Murakami books I have read, this remains my favourite. Growing up as an only child in Japan, Hajime is conscious that everyone has brothers and sisters other than him. That is until he meets Shimamoto, a girl who is also an only child, and the two strike up a unique friendship until Hajime's family moves away and they lose touch. Thirty years later Hajime has a pretty good life: he is married, has two children and runs a successful jazz bar but there is a dull emptiness to how he feels. Then Hajime returns into his life: beautiful, intense and mysterious. South of the Board, West of the Sun is a dream-like novel where memory, fantasy and reality merge together out of the ordinary everyday. (Mr Husbands)



Author meet up!

On Thursday 8th July, the 500 word competition finalist winners from each form got to meet Erin Everleigh via a Google Meet. She is an American novelist who had given the whole year group tips on creative writing earlier this year, and provided some individual feedback for the seven finalists, who also received a digital copy of her book 'Bailex' which will be a great summer read. On the Meet we asked questions about creative writing and she gave us more advice for our future projects. It was really enjoyable and informative. Thank you Ms Adeaga for organising it all!

Lev Griffin - 7CPB



Geography news.



A challenging, yet exciting year!

Undoubtedly, the last year has been a difficult process of adapting to an ever changing situation, however overall the students have excelled in Geography and had a hugely successful year. The department has continued to deliver challenging and engaging lessons and as always expects students to deliver to their high expectations. Special thanks must also be given to Mrs Belton Owen who has consistently provided quizzes and other such work for the department to be published in each school magazine addition.

Now, the department will no longer dwell on the gloom of the past year but instead hear from students from every level of the school about their individual experiences through the year.

Year 7

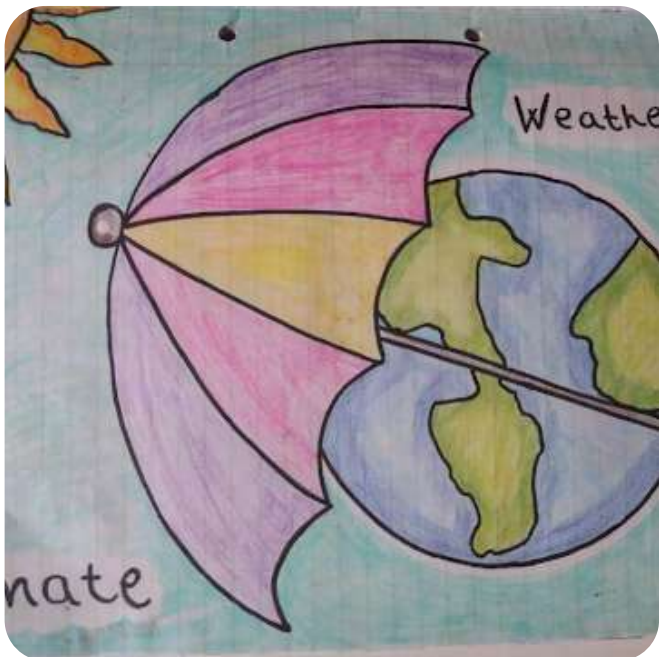
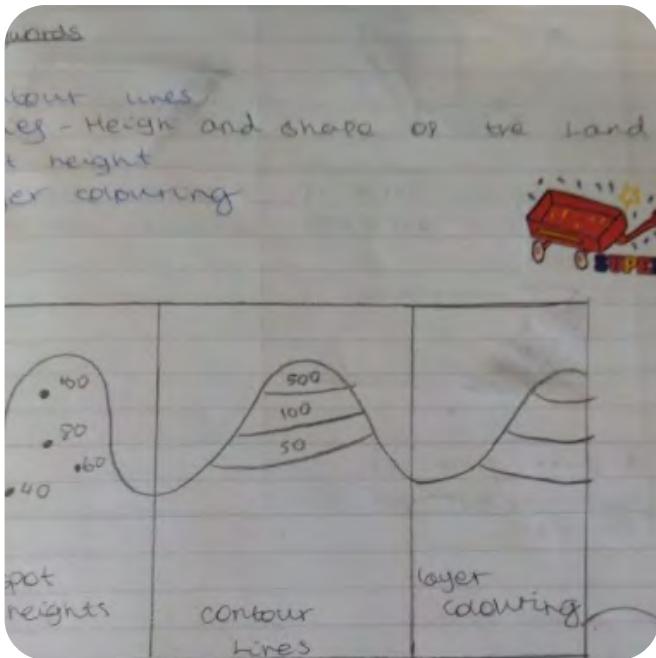
by Alfred Berglund, year 7

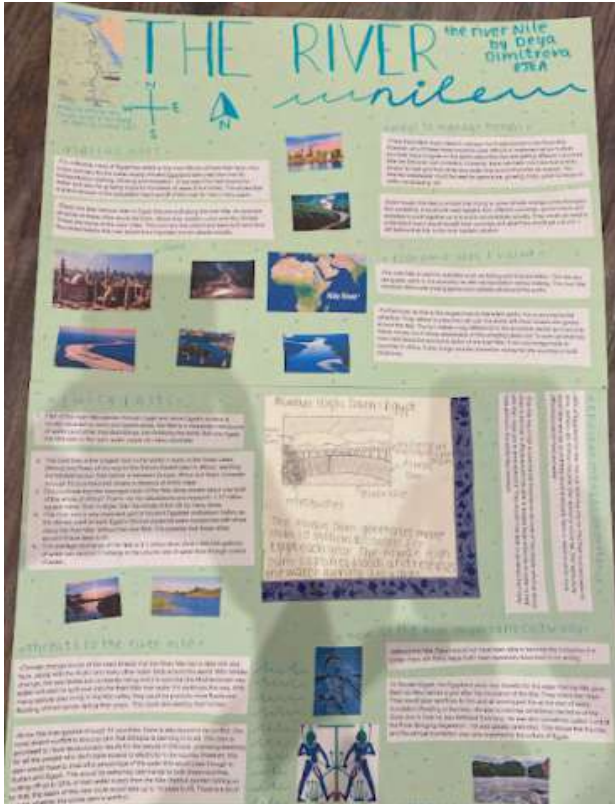
I remember on my first day at BGS we had our first geography lesson. Since then, we have learnt many things such as weather and climate, tourism, map skills, South America and even the London Docklands!

The image on the top left shows some of the different ways that height can be shown on a map.

My favourite topic out of these was when we were learning about map skills and we got to plot countries and cities across the world. This has also helped me to remember capital cities and places without having to google them, for example; the capital of Canada, Ottawa. Also, whenever we started a new topic we would make a topic page for it, which I enjoy as it is great to be creative and use images and facts to research ideas before the topic starts in class. Here is an image of my topic on weather and climate

Sadly we did not get to go on our trip this year but we have managed to complete work on the London Docklands virtually in the classroom, which has enabled us all to complete our diplomas. I am looking forward to Geography next year.





Year 8

by Geography Team

This has been an exciting year of geography topics for Year 8 students. After cementing their geographical skills, the students got an opportunity to start looking at large-scale geography issues such as:

- Oceans on the Edge
- Africa - blessed or cursed?
- Globalisation - is it truly glorious?
- Riveting rivers
- and Important Places (focusing on the Middle East, China, India and Russia)

They've delved into the physical and human interactions between these topics as well as being introduced to top Geographer Simon Reeve. To finish the year off, Year 8 are currently embarking on a virtual trip across Russia with Simon Reeve as their tour guide!

Year 9

by Alexandra Munteanu, year 9

In year 9 Geography, we have covered a wide range of topics, such as: extreme weather (typhoon & earthquake study cases), urbanisation (Lagos, Nigeria case study) and dangerous places (tectonic plates and climate change). In each of these we have continued to develop our geographical understanding and this year we have focused on skills that will support progression into year 10. We even studied a current affairs unit which saw us work in groups to research and present a current geographical topic to the class. This was interesting and my group did the wildfires that have taken place recently in Australia.

My favourite was the Lagos/Urbanisation unit, where we went into great detail about the informal and formal job sectors, how NEEs and LICs are affected by urbanisation, natural increase and the challenges and opportunities with education and employment In NEE cities such as Lagos. I enjoyed the challenge of this topic and that it looked at the real life opportunities of others.

I have chosen Geography as my GCSE option as I felt it was the most relevant for myself, especially regarding current and socio-economic issues.



Year 10

by Geography Team



At last our fieldwork took place and nothing could stop us from taking part in 2 days of learning outside of the classroom. Nothing could be more geographical than the extreme weather that we had, from one of the hottest days of the year followed by one of the wettest. But we loved it all especially as we got to wear rain ponchos and wellington boots.



Our field work consisted of investigating how sustainable the regeneration of the East Village at Stratford was, to complete this we collected primary data that included land use mapping and environmental quality surveys. While in the damp of Epping forest we studied biodiversity in two areas of the forest one managed and one unmanaged this involved looking at tree height and age as well species counts of the plants that grow on the forest floor. On our return to school we have been reviewing the data and understanding how we would present and conclude our fieldwork.

Overall year 10 has been a busy year as we have studied a number of different topics that make up our GCSE Geography course including biomes, with a focus on tropical rain forest and deserts, the economic world looking in detail at development and Nigeria before studying rivers and flood management.

Year 12

by Oliver Peetoom



Geography in year 12 was highly linked to our IA this year, an IA all about the River Darent and its relationship with geographical models. Despite a rough start to the project, one of the coaches for the trip becoming stuck in a river, the rest of the activity went smoothly with the final drafts being handed in less than a week ago. Overall, this allowed for us to undertake higher level data analysis alongside improving practical data collection skills.

Aside from the IA, year 12 always looked into the nuances of climate change and its relationship with human development. Compared to previous years, this time we looked deeper into the many facets of climate change, the companies mainly responsible and even the chemical side of the issue. Additionally, we were able to learn more of the grim specifics surrounding the crisis and even understand the difficulties in solving the greatest issue facing humanity today.



Review: Our Planet



by Arjunan Santhakumar

Our Planet is primarily a nature documentary but it is centered around the premise of how animals continue to survive despite the stifling human presence. It is narrated by David Attenbrough and was released in 2019.

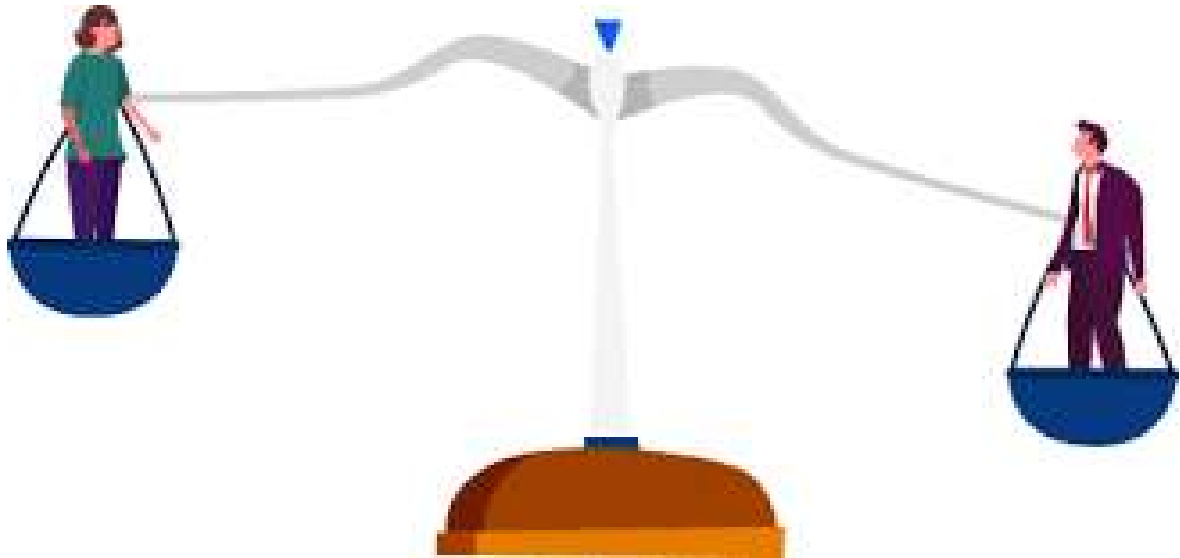
I thoroughly enjoyed the first episode of Our Planet. The filmography is stunning and David Attenbrough provides an informative and familiar guide throughout. Additionally, I appreciated the attempt to capture the spectacular and unique; I learnt and saw a lot of things that I did not know prior. The highlight for me was seeing the rain phenomenon in the African Salt Plains and the way that flamingoes harness this for breeding. I never could have guessed the trials and tribulations baby flamingoes faced; especially not a 50km run through the sweltering desert with no water just after being born!

On top of this, there was a clear focus on the environmental implications of our human actions on the environment. A portion was dedicated to the collapsing Store Glacier in Greenland. I couldn't believe that 75 million tons of ice could be released in just 20 minutes. The footage of the collapsing glacier was truly breathtaking but also served as an important reminder that our actions have very real consequences on Our Planet.

Our Planet can be found on Netflix. 9/10 Must watch (even for non-geographers!) .

FBCS NEWS

Learning how to tackle sexism and preventing relationship abuse,



by Grace Taylor, year 8

This term, in FBCS lessons year 8s have been covering sexism and gender inequality, and how they affect our society. These lessons have been informative and interesting, as we have had the chance to discuss and articulate our opinions on the matter as well as being taught about respect and real life issues that aren't discussed from a young age. For example, we've been taught about how evident it is even in the 21st century, and what we can do as young people to influence and change the way sexism is viewed in our society.

At the beginning of the topic, key words were clarified such as; sexism, misogyny, stereotype, coercion and femicide which are commonly misused or not known. We discussed and were taught some alarming statistics regarding sexual assault, violence and language, especially in school as it affected us as school students.

Statistics included:

- 2 women are killed every week in the UK by a partner or ex partner
- 85,000 women are raped in England and Wales every year
- 66% of female students and 37% of male students in mixed-sex schools have experienced or witnessed sexist language in school.
- 64% of teachers in mixed-sex schools hear sexist language on a weekly basis.

This showed how normalised sexism is, even in supposedly safe and equal locations such as schools. The manifestation of sexism in schools consists of sexual language, sexual harassment and gender stereotyping amongst students of all ages and genders as well as teachers.

Sexist language is one of the main issues around sexism as it majorly affects all genders and even common phrases have derogatory or harmful meanings based on sexual stereotypes.

Examples include:

"Man up!", "You throw like a girl" - Directed at generally boys, implying the stereotype that men are physically and emotionally stronger and being feminine is a negative trait. This could be detrimental for boys, as it gives the impression that they need to be strong to live up to this impossible stereotype.

"Sl*t, Sl*g, Wh*re" - Directed generally at girls, suggesting being openly sexual as a woman is an undesirable trait.

We learnt about this sexist vocabulary to emphasise how normalised this behaviour is, and to make sure we're taught to be respectful and responsible of ourselves and others, calling others out for unacceptable behaviour if need be.

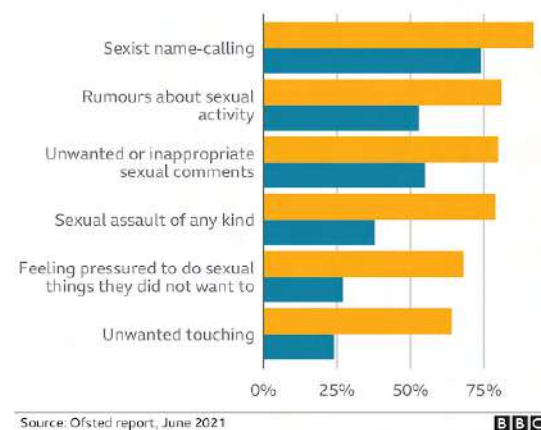
Incidents classified as sexual harassment were given, as well as learning about the impacts of this behaviour on particularly young women and girls. Things such as winking, catcalling, groping, upskirting, unnecessary comments about clothing, and malicious comments of a sexual nature could make victims feel intimidated, distressed and humiliated, resulting in fear which no person should have to experience. Being taught about these behaviours made us aware of the results and harm which accompany sexist ideals, especially which the majority of the population have experienced, even school students our age.

Sexism and misogyny are at the root of relationship abuse.

Did you know that rates of Domestic Abuse in the UK increase by 38% when England loses a football match? This shows how alarmingly common abuse is, if a sporting event can result in increased abusive behaviour. Recently, we've begun to move onto the topic of abusive and domestic violence in a relationship, particularly teen relationships. This information is useful for students our age, as it promotes the information on how to prevent abusive behaviour, maintain a healthy relationship and advice on how to seek help for those subject to domestic violence. We began by learning about the types of abuse victims can experience, necessary as many people believe physical violence is the most important/harmful or the only form of abuse, which is not at all the case. Financial, threats, sexual, physical, emotional and isolative are all forms of domestic abuse. Learning about these actions is just another way to inform and prevent further incidents of this from occurring, by informing the younger generation on the many variations.

Harmful sexual behaviour happening a lot among children

Percentage of **girls** and **boys** who said type of behaviour happens 'a lot' or 'sometimes' at school or college



In our last lesson, we learned about the help victims and perpetrators can receive if they are struggling, mentally, financially or physically. Professional help is available such as; counselling, helplines, legal advice and financial assistance if isolation or financial abuse has caused the survivor to relinquish all housing or income sources. For more information, we researched help on the following websites:

For perpetrators: <https://respectphoneline.org.uk/>,

[https://www.cafcass.gov.uk/grown-ups/parents-and-](https://www.cafcass.gov.uk/grown-ups/parents-and-carers/domestic-abuse/domestic-abuse-perpetrator-programme/)

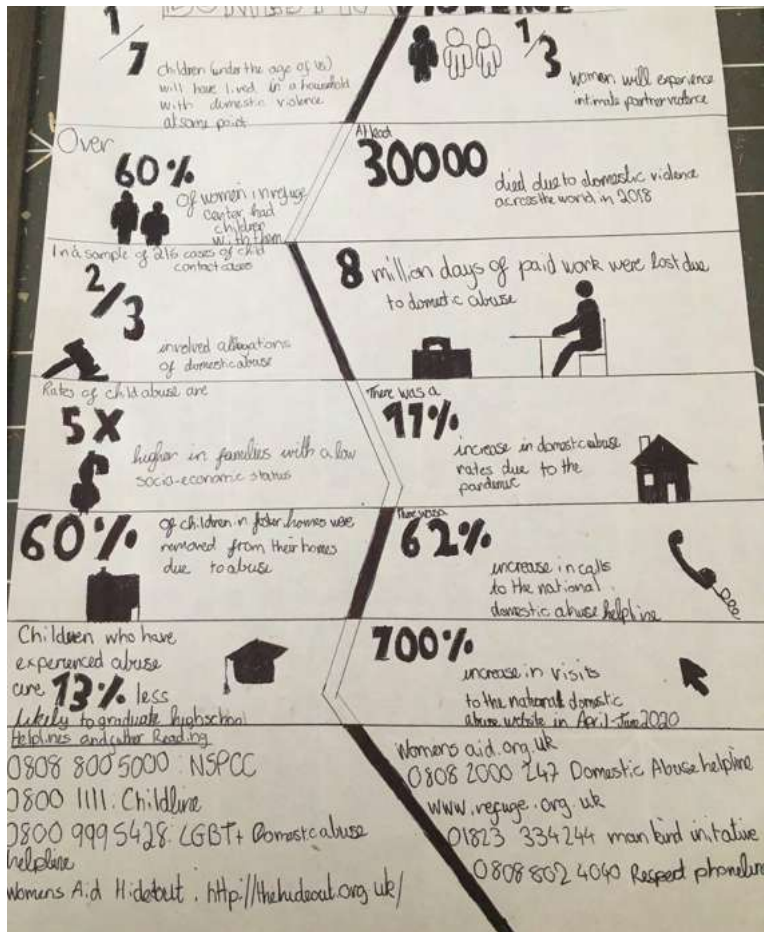
[carers/domestic-abuse/domestic-abuse-perpetrator-programme/](https://www.cafcass.gov.uk/grown-ups/parents-and-carers/domestic-abuse/domestic-abuse-perpetrator-programme/)

For victims: <https://www.mankind.org.uk/> ,

<https://www.nationaldahelpline.org.uk/>

Sharing this information could help those involved with domestic abuse seek the necessary help to remove themselves from the potentially life-threatening situation.

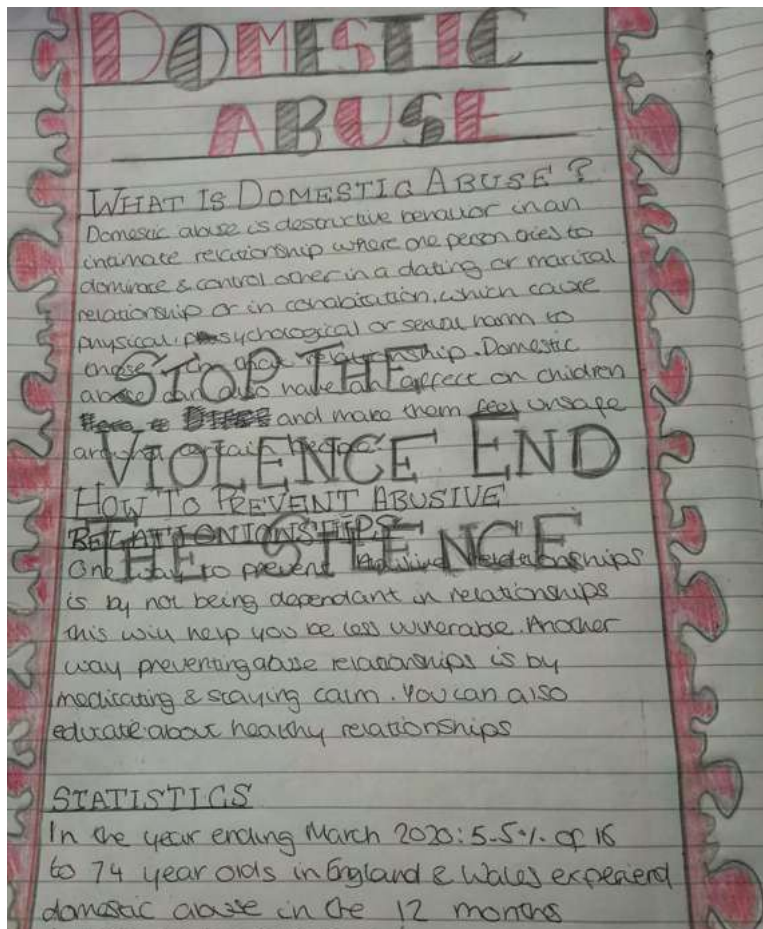
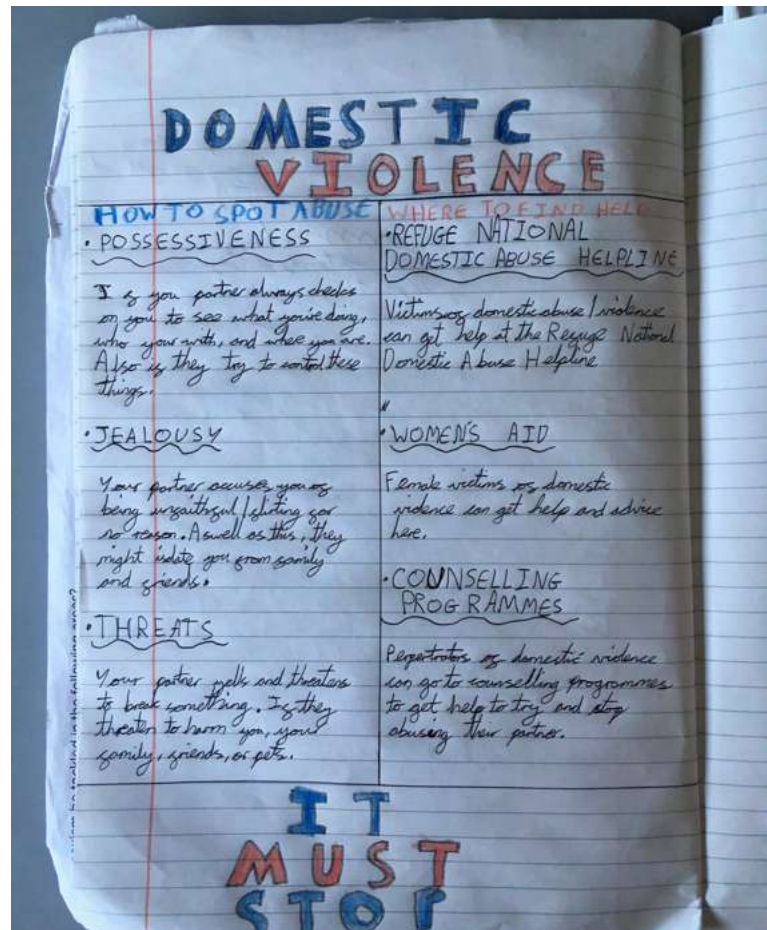
Overall, learning about sexism has been challenging and sensitive for many students, however the significance of the issue at this time emphasises how important learning about the issue is. There are solutions to sexism on a whole. Promoting gender neutral toys, raising children from a young age about gender equality, normalising equal roles and lack of stereotypes in film and media, providing equal and well deserved promotions without the basis of gender, speaking out about the behaviour and non gendered uniform are just a few examples that can be influenced with the right motivation. This issue may be challenging to resolve, however is definitely worth solving to protect 51% of the world's population. I, and many other students, have enjoyed learning and discussing these issues as they are informative and helpful for our own safety and wellbeing.



Joshua Chesterton, year 8

These are some leaflets created by some of our year 8s to raise awareness about relationship abuse.

Joe Kirny, Year 8



Mohib Rahman, year 8

STEM NEWS



HIGHLIGHTS

YEAR 7 SCIENCE CLUB

by Ms Lusted

Despite being heavily restricted by Covid measures (not to mention another period of distance learning) it has been another busy and successful year in the STEM subjects at BGS.

YEAR 7 DIPLOMA TASK

From the House STEM competition in the Autumn term, British Science Week in the Spring term and the restarting of clubs in the Summer there seems to have been plenty to get involved with and, as always, our enthusiastic students have been making the most of all the opportunities available to them.

ENGINEERING IN ACTION SEMINAR

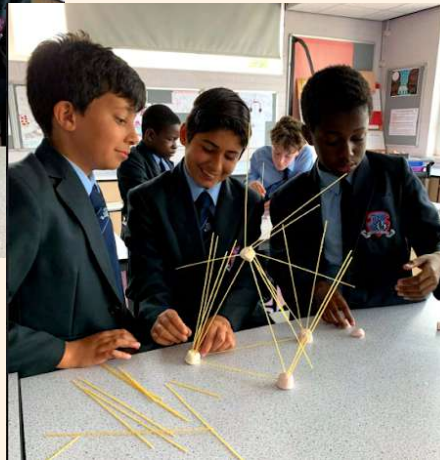
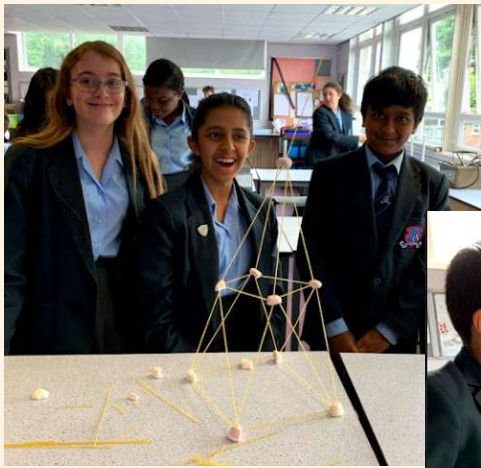
BGS ENVIRONMENTAL ACTION GROUP

Science lessons have become a whole lot more explosive in recent weeks. Since the start of the year we were unable to do practical work in lessons due to covid restrictions but now those restrictions have been lifted and we are really making the most of it in class!

MARSBalloon PROJECT

Science clubs have also resumed with Year 7 Science Club and Robotics Club and a newly created Year 10 STEM club.

Last but not least, the amazing Sam Wilson took part in the MARSBalloon project, winning a very prestigious award. His piece about this project is a must read!



The Year 10 STEM club are busy thinking up projects that they will be completing over the Autumn term. So far ideas include building a bluetooth controlled trebuchet (a mini one!), designing and creating a feature on the school website that allows parents to ask and have answered questions relating to school life, designing and building a device to hold open the pages of your book, a perpetual calendar and designing and carrying out research into wing shape and lift. One student has even managed to secure a real design brief from the Architect firm <https://www.prp-co.uk/> which will form the basis of her project.

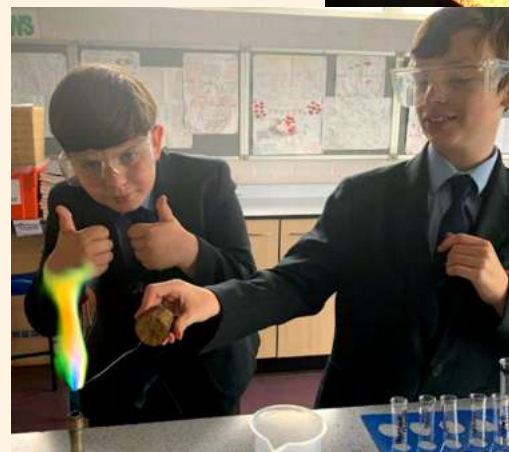
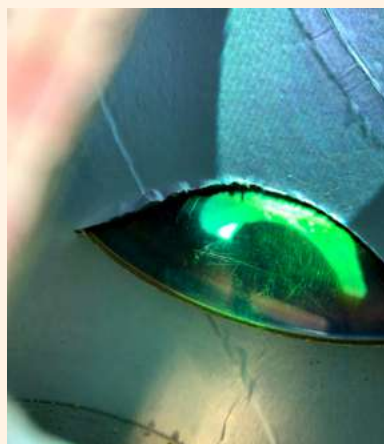
Year 7 Science Club

by Amber Hicks, year 7

The Year 7 science club has been experiencing a touch of Hogwarts with colourful flames and bubbling explosions! Here are a few pictures of what they've been up to and a message from one keen science fan.

I really enjoy science club because it is really fun to do experiments. It's also interesting to learn about different aspects of science. It's a very friendly and relaxed atmosphere and I get to do a lot of things that I wouldn't usually get to do in a normal science lesson.

I can't wait to see how all these interesting and diverse ideas shape up!



Engineering in Action Seminar

by Sam Wilson, year 12

I really enjoy the theoretical side of subjects like physics, but engineering fascinates me too because of how directly it can be applied to the real world in really practical ways. On 28th June, a group of Year 12s, me included, joined Ms Lusted to tune in to the 'Engineering in Action' seminar.

Throughout the event, which lasted a couple of hours, we heard from three amazing speakers:

Anna Ploszajski introduced us to the world of materials engineering, a field concerned with matching the properties of different materials with the right real-world application, as well as dreaming up new materials, amongst other things. You may have heard of composites such as carbon fibre: materials engineers take the strengths of two different materials and combine them to make an even stronger composite.

She presented her talk as a 'story of her life' - she showed the progression from a student our age choosing a degree, her studies, projects she undertook, her PhD, a research job, and more. It made me consider what kinds of things I want to do in the future, and showed the opportunities that are available.



Anna Ploszajski

Katie Cresswell-Maynard delivered a talk entitled 'Engineering without Borders'. There were numerous aspects of this: how engineering improves lives, even in the most unglamorous forms (e.g. sewers and flushing toilets), the social impact of engineering, the environmental impact of engineering, as well as diversity in the field.



Katie Cresswell-Maynard

Regarding the environment, she emphasised that the focus of engineering shouldn't be on how to make other planets habitable, but how to keep our own alive and well. She also reflected on how the burden of environmental impact isn't spread evenly around the world. Engineering is a powerful tool for change, and with some innovation, it will be able to (and have to) solve some big problems



Sam Rogers

**Engineering
in ACTION**

Sam Rogers, last but certainly not least, spoke about his work as part of a team designing and building a jetsuit (a personal jetpack)! I found it fascinating to see how real engineering problems are solved, and how real-world implications such as safety factor into design decisions. He addressed the image that companies project, of their engineers as perfect, getting everything right the first time they attempt it. He dispelled this myth, demonstrating the iterative design process the team had worked through, from a simple idea and a small experiment, through a bloopers reel of wince-worthy incidents (though thankfully, since they take safety seriously, no-one was hurt), to a working jetsuit that can fly at speeds of 85 miles per hour!

He also emphasised that with engineering, and life in general, the most important thing is to try, and get involved with the subject that interests you. It doesn't matter if you have any fancy tools or not, whether you have a huge budget or not: just to show engagement, a willingness to 'get your hands dirty', that you have confronted problems analogous to those experienced in industry and overcome them, makes you stand out from everyone else.

Oh, and jetsuits and rockets are cool! And if you can find something that you find cool, that fires you up about your own subject of interest, it will really motivate you to try, and succeed. (though suits aren't available to buy (yet), the company is called *Gravity Industries*, if you want to find out more).

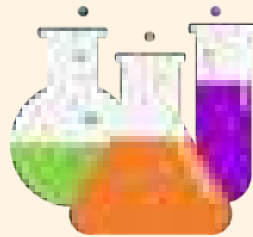
Thank you to Ms Lusted, the speakers, and the Engineering in Action team for giving us a glimpse into engineering and, potentially, our own futures!

YEAR 7 SCIENCE DIPLOMA

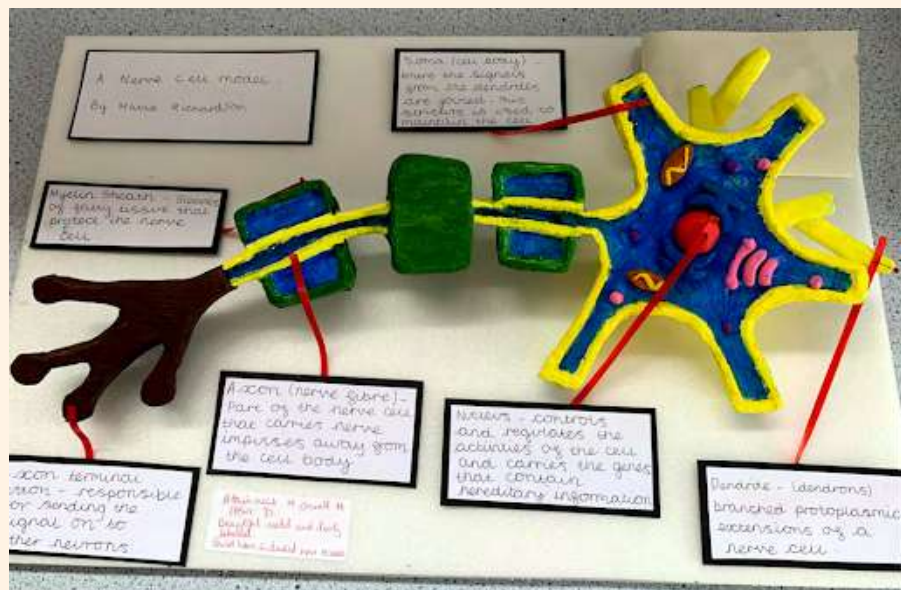
by Ms Lusted

This year the Year 7 students have really impressed with a fantastic array of diploma tasks. The challenge was to build a model of a specialised cell and display information about the cell's adaptations and functions. The level of effort and creativity has been astounding but I think they speak for themselves. Here is a selection of my favourites:

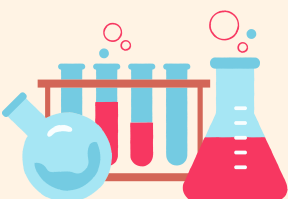
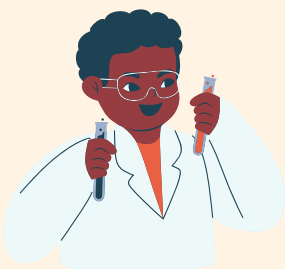
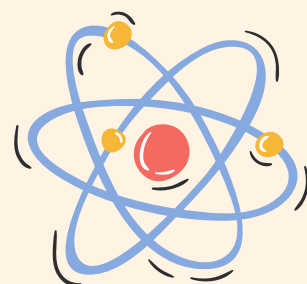
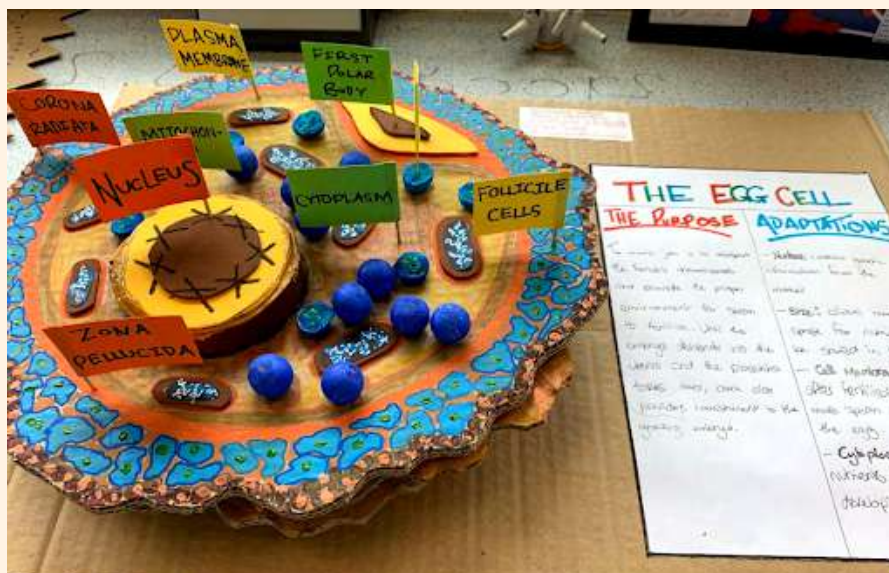
Karan Abrol 7AJW



Macie Richardson 7REL



Adi Vedamuthu 7REL



BGS ENVIRONMENTAL ACTION GROUP (EAG)

by Sam Wilson, year 12

The BGS EAG (Environmental Action Group) is led by a team of Year 12s, and in normal times would have members from across the school. Next year, we hope it will be like this again!

We'd like to (re)introduce ourselves, give you a feeling of our thoughts and values, and show what we've started to get up to. We've spent a lot of time planning, and have lots of ideas, so stay tuned for more announcements after the summer break!

The 'Environment'

As with lots of things, 'the environment' means different things to different people. It conjures images of Greta Thunberg, David Attenborough and his 'Blue Planet' documentaries, Extinction Rebellion, climate change, rising sea levels, and so much more. 'The environment' is often synonymous with nature, and certainly the synonymy of the colour green with the environment is no coincidence. But in reality, the environment is everything around us: the food, the water, the air, the materials, the technology, infrastructure and engineering, the life, the waste, the pollution, and everything else that we interact with and have an effect on.

Lots of human innovation is aimed at our environment, from the earliest fires lit to provide light, the ability to cook food, and to keep us warm, to our modern homes and infrastructure that keep us healthy, safe and comfortable.

The environment can already be inhospitable at times: cold, wet, windy and dark. Our innovations have been able to keep us warm, dry, sheltered and illuminated for this long; however, everything we do in our environment has an effect, which in turn has a corresponding effect on us. In this way, we have an equal opportunity to improve things, as to make them worse. These negative effects, especially, are often amplified by the sheer scale of Earth's processes, to a point where our current innovations are unable to keep us safe (for example the wildfires that have raged across Australia, and are raging in the US and Canada).

So, worst-case scenario: we ruin our planet.

Worst-case scenario: we ruin our planet.

Like the plot from a bad apocalypse movie (which the past year and a half have shown aren't perhaps as unrealistic as we first thought...), it's very possible that we will have effects on our environment to such an extent that Earth eventually becomes uninhabitable. Where do we go? How do we survive?



Elon Musk, billionaire founder of SpaceX (a space exploration company), believes that colonising Mars is the only way to ensure humanity's survival in the long term. The prospect of a few humans living on the surface of another planet is incredible and fascinating, and it's definitely a long-term goal that we should pursue, to widen our horizons, explore new frontiers, and inspire many generations to come. However, this is tempered by the reality that living on Mars is orders of magnitude more difficult than on Earth, and to move the whole of humanity, it would be a titanic challenge, and infeasible for our current level of technology. Right now, we can stroll on the Earth's surface; meanwhile, the Martian surface is every kind of inhospitable: wild temperature swings, higher levels of radiation, vanishingly low pressures, and barely any oxygen.

The reality is, that protecting our terrestrial environment is a far more efficient and effective way to not only survive, but thrive. Although it can seem vast, immense and strong, astronauts who have looked down on the Earth and its paper-thin atmosphere have experienced the Overview Effect, a shift in perspective involving the realisation that Earth is small and fragile. Almost everything experienced by all humans, for all of history is on this 'pale blue dot' hurtling through space. Looking down, national borders and conflicts melt away, and the necessity to unite to protect our world becomes clear. The website <https://www.over-view.com/daily> provides a sense of this, publishing a new stunning satellite image and description every single day.

So what can we do, to protect the planet, our home?

'Environmental Action'

Perhaps 'environmental action' brings activism and campaigning to mind. But for those who don't wish to demonstrate and protest, but still want to make a meaningful difference, to matter, is there any room in 'environmental action' for us?

Definitely. Even the smallest of actions can have the biggest of effects, and in the face of the magnitude of some of the challenges that lie ahead, it's imperative that all we work together.

However, it can be hard to stay motivated when the progress seems so intangible and small, and when the issues can seem so far away...

'Us'

Therefore, our group's mission is to start the process of making a meaningful difference through environmental action at BGS, to improve our school environment for both our planet and environment, and for ourselves and our school.

Returning from lockdown this year, the first step in that journey has been the EAG Horticultural Society...

EAG Horticultural Society

by Sam Wilson, year 12

The Horticultural Society began a few years ago as an independent group, led by Miss Muirhead (who used to teach at BGS) and Ms Contini. They did an amazing job transforming an unused corner of the field on the East side, down behind the tennis courts, into an allotment.

Their Instagram page @bgshorticulturalsociety is a testament to their hard work and dedication, and shows some of the amazing results they got!

But then lockdown hit.

They weren't able to look after the allotment, and weeds grew unhindered.

That is until recently, when Ms Contini asked if we'd like to join forces; we jumped at the chance! We've already had the vast majority of the weeds cleared, and are planning for September, when the work can begin in earnest.

We're excited by the opportunity to help bring the allotment back to its former glory, and to turn it into an area for anyone who wants to be in the great outdoors after so much time inside, and for anyone willing to put in the work to improve our school environment. It will also give us the opportunity to experience real-life considerations, like how food is grown and the economics of that, linking to sustainability, in a microcosm of real-world agriculture.

We're eager to show you what we get up to, and perhaps even to inspire some of you to help make a difference too! If you're interested in getting involved in any part of the EAG, feel free to contact us!



MARSBalloon Project

by Sam Wilson

MARSBalloon is a project run by Thales Alenia Space (a space technology company) where schools can build small, lightweight experiments that fit into a Kinder egg. These are then sent on a weather balloon up to an altitude of around 30 km (just under a third of the way to space, and roughly three times the cruising altitude of commercial airliners!)

During the flight, which lasts almost four hours as the weather balloon ascends, bursts, and falls back to the ground, the experiments are subjected to conditions analogous to those on the surface of Mars: lower pressure, lower temperature, and less shielding from cosmic rays and radiation due to the thinner atmosphere.

We decided to take part in this project: Mr Villazon and I built two experiments, which I'll explain below. I really want to thank Mr Villazon for his support on the project, and helping make it possible!



Why does any of this matter?

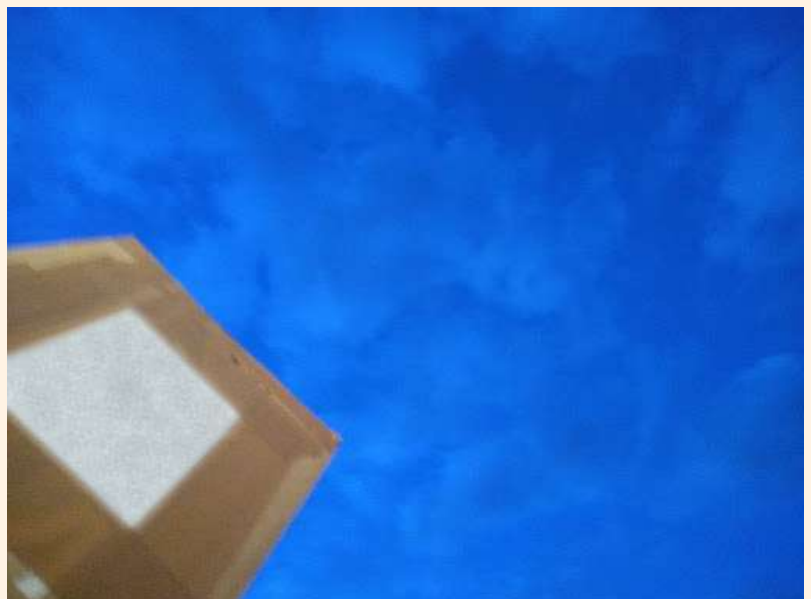
Humans are natural explorers, and as such, many of us are captivated by the idea of reaching Mars.

Currently, humanity has managed to land several robots on the surface of the 'Red Planet' (most recently the rover Perseverance and small helicopter Ingenuity, which made the news earlier this year for performing the first powered flights on another planet!), and plans to send more.

It is crucial to have a good understanding of the performance of electronics in a harsh Mars-like environment, so the rovers can be designed to survive. When humanity takes its next great leap and lands people on Mars, they'll have to be able to rely on electronics in the equipment they use, for their lives.

In short, before we can explore, we must first understand how to survive. MARSBalloon and our experiments serve to further our own understanding in the way that engineers would have to when first designing and building rovers. Closer to home, there are lots of hostile environments here on Earth too, whether that be cold places like the Arctic, or places with high levels of radiation such as Fukushima and Chernobyl; being able to build reliable electronics that can survive in these environments is also very important.

'Take-off'
(this is the box which carried
the experiments to Thales
Alenia Space)



Our Experiments

We've built two experiments:

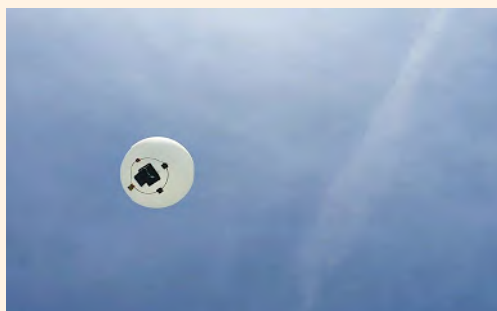
- A microchip (essentially a small computer) that will be used to analyse the effect of lower temperatures and increased cosmic rays on active (i.e. powered) electronics. The flight software has also been designed with redundancies, like real mission-critical software would need to be, to decrease the likelihood of failure.
- Four SD cards, to measure the effect of cosmic rays on passive electronics (i.e. unpowered, they don't 'do' anything), plus a LEGO® minifig, to see the effects on plastics.



The Flight

On Tuesday 15th June, at just after 11am, the weather balloon, with our experiments hanging under it, launches from an area of countryside south of Bristol, rising high into the sky.

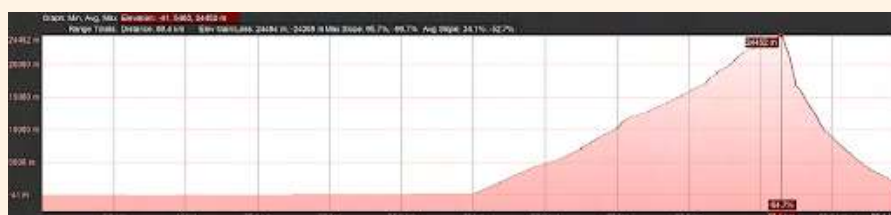
This is the time for our experiments to run. The powered electronics will, if all works correctly, begin collecting data, and both experiments begin to experience decreasing pressures and temperatures, and increasing levels of cosmic rays and radiation.



**Looking up from below the balloon
you can see the experiments hanging
underneath.
(from MARSBalloon's Twitter)**



Flight Data



The flight profile (altitude against distance along flight path - roughly corresponds to time). Even without zooming in on the exact numbers, you can see how the balloon ascends slowly, but falls faster, decelerating gradually under the parachute.

A 3D representation of the flight path, in Google Earth. Read the caption at the top of the image for more.



Post-flight

The experiments are now on their way back to us in the post, then we can analyse the results! The experiment containing the powered electronics will be especially interesting to recover - the hardware and software both have to work perfectly in order to get back some data!

After the flight, MARSBalloon released a breathtaking image from the weather balloon:

Here, it's possible to see one of our experiments (3rd column from the left, 3rd capsule up), the ground below, the curvature of the Earth, and the stunning fade of the atmosphere to the blackness of space, all in a single image! It's incredible to think how high our experiments have gone!



There's also a video available at on YouTube ([click here](#)), which has some video clips from the flight, and tells the story of the preparation and recovery of the balloon.

The Award!

If the above photo wasn't enough, there was some more excitement to come...

For our microchip project, we won the VIP / Industry Choice award (one of just six awards up for grabs)!

We were chosen by Paul Smith, Head of Robotics Exploration at none other than the UK Space Agency (how cool is that?!) who said:

"Electronics and radiation are something every engineer and astronaut needs to take into account, but the team here identified a simple but elegant solution to testing for failure and identified that temperature may also have an impact and designed the software itself to be robust and self-rebooting. I was very impressed with their attention to detail and wider application of space exploration knowledge."

What next?

At the moment, the experiments are still on their way back to us. After the summer break, we'll be able to look at the SD cards and LEGO® minifig, and begin to draw some conclusions about how they fared. We'll also be able to connect the microchip to a computer, and see if we collected any data! If we did, it'll be time to analyse it: to what extent do temperature and increased levels of cosmic radiation impact electronics? Would future projects need to be better protected? If there isn't any data, it's not the end of the world! Often, we can learn as much from failures as we can from successes. I've certainly learnt a lot already, and we may decide to apply that to future projects! In taking part in MARSBalloon, my interest in space has been reinforced, and it's inspired me too. If you've found this project interesting so far or have any questions, and want to get in touch, feel free to email me at 15wilson_s@bexleygs.co.uk. Keep an eye out for further updates in September!

To find out more:

[The webpage for Thales Alenia Space.](#)

[The main page for the MARSBalloon project, as well as some data about the flight, plus information about careers in the space sector.](#)

See [here](#) for updates about the flight, and more.

Our [Twitter page](#)



Macbeth

A YEAR 9 VIRTUAL DRAMA PRODUCTION

A group of amazing year 9 students directed, choreographed, rehearsed and performed a thirty minute version of Macbeth, which was then filmed by Mr Otley and is not available to watch on YouTube: click [here!](#)

by Robert Humphreys, year 9

Back in the Autumn term, I knew that being involved in Macbeth was going to be an amazing experience and it ended up lasting nearly a whole school year due to all the lockdowns we went through.

It was great to be part of my last Shakespeare play and I had the fantastic opportunity to design, programme, and operate the lighting. Trying to program the lights over this long period, may seem an easy task, however, with half the year being in lockdown and some rehearsals cancelled, it ended up being a race against time to complete.

Due to the restrictions, we sadly were unable to perform this live to packed audiences, but I know all the cast and crew were grateful that we could continue to rehearse and perform this great play and have it filmed for others to watch instead.

Each week, the cast rehearsed their separate scenes and even choreographed their own fight scenes in the play which were very realistic and effective. I also can't believe the number of lines the leads learnt in a short space of time! Two weeks prior to us filming the play, I was lucky enough to be able to hire some more lights, which provided some great window and leafy effects, and the realistic flames were visible at the back of the stage throughout the show. In addition to creating atmospheric lighting, another crew member sourced all the sound effects and imagery for the projection. Without this, the production would have been very basic.

Cast members

Macbeth

Alex Innes

Lady Macbeth

Emily Atkinson

Duncan King of Scotland

Joseph Turner

Malcolm

Ananya Pawar

Banquo, A general

Sam Parsons

Macduff

Ifunanya Ayodele

Witch, Lennox

Zoe Handscombe

Witch, Seton, Macbeth's manservant

Rebecca Elkins

Witch, Angus, Servant

Holly Kinsella

Porter, Ross, Donalbain

Gunit Kaur

Menteith, Murderer

Vivian Kellman

Watching everyone work with the drama teachers, cast and crew was inspirational and is what I love about being part of a production at BGS. Everyone is there to help each other to achieve the same goal – the final show.

Filming was fun, due to the many bloopers that occurred (luckily, they did not get put into the cut!). Also, everyone was very professional and adapted well as we had only ever performed live. It was a new experience for the whole cast (and Mr Otley!) but we all enjoyed it thoroughly. I just want to thank Mr Otley for giving me and the cast this experience through these difficult times and creating an amazing show at the end of the road.



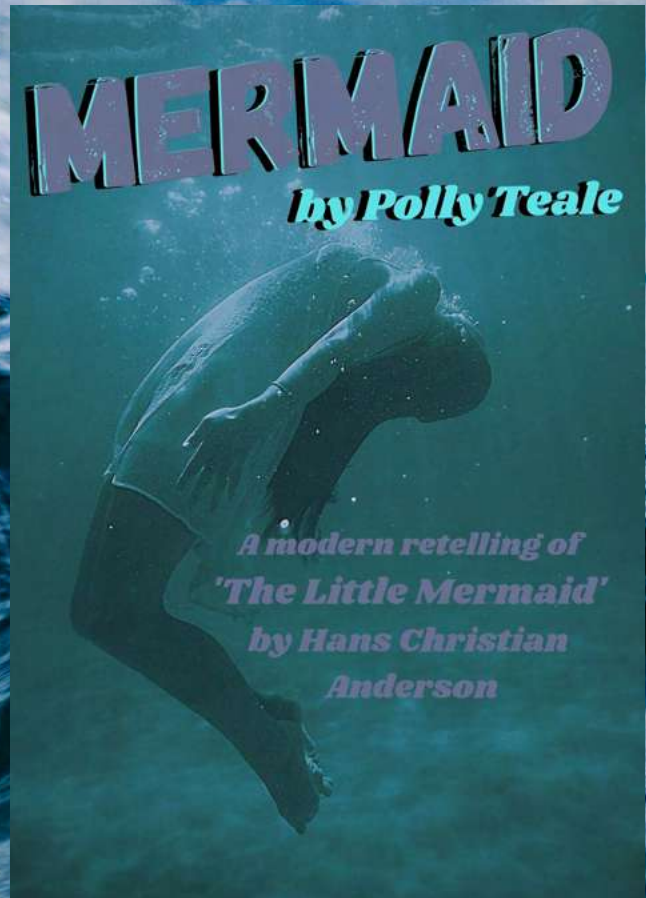
Next year's school play will be...

Is it like the Disney film?

Yes... But not really.

An unhappy teenage girl rewrites the classic tale to reflect her experience of growing up. It deals with PTSD, depression, bullying...
It's funny too, I promise!

It has a sea witch, a prince and an engagement... But no singing crabs (sorry)



If you want to audition next September,
join the google classroom
Bp5hc4o

We need Actors and Dancers!

Audition pieces will appear on the classroom shortly.

What are the parts?

Blue (the girl writing the story)
The Mermaid
Other Mermaids
Grandmer (the head mermaid)
Prince
Queen
King

The Sea Witch
Soldiers
Sailors
Blue's Parents
The 'cool girls' at school
Show-biz reporters
And more

UNITEES COMPETITION

A Global Act of Unity's competition and a joint DT & FBCS project.



In addition, the sea is full of water and water is the element of life. Water is what keeps people alive and what keeps our planet alive. Water symbolises equality and unity. We are all people, we all live together on the same planet and swim together in the same "sea". We are 75% water so when we emerge ourselves in water we become one with water, so basically we are all water.

What was this project about?

by Astarti Manolakou, year 7.

Global Acts of Unity is a campaign which is trying to stop the hate that terrorists want us to feel and the divisions they seek to sow in our communities.

Mike Haines started this campaign after his brother, David, was captured and murdered by ISIS. He said "So what do I do? Do I live with anger and hatred? Do I point the finger and blame a person or religion? The answer to these questions is no." Spread a message of unity, tolerance and understanding, instead.

For the competition, you have to design a T-shirt which represents unity, tolerance and understanding.

For my design, I painted the sea on my T-shirt, because the sea, the ocean, is one and we can all "swim" together in it, in a sea of love, unity, kindness and hope.

We should all be united and not be hating each other and hurting each other for no reason. Wars and acts of violence have no place in the sea of unity. It is a sea of hope, a sea of love where all people respect each other, value each other and are united against hate, crimes, racism, discrimination and disrespect.

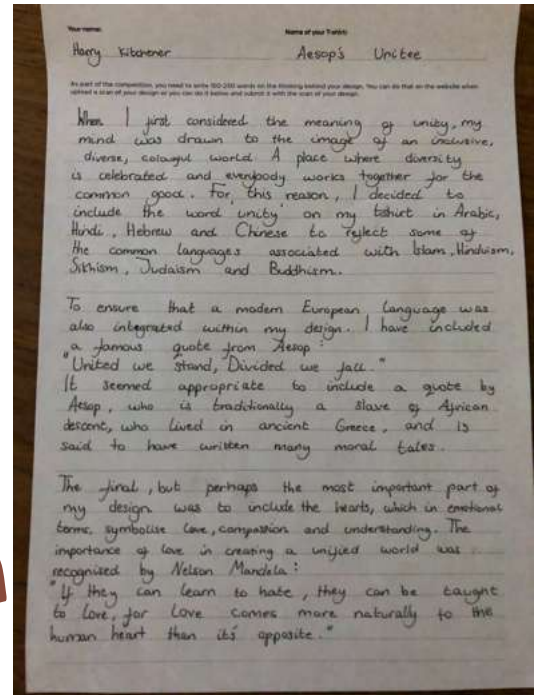


Well done Astarti
for winning the
competition!

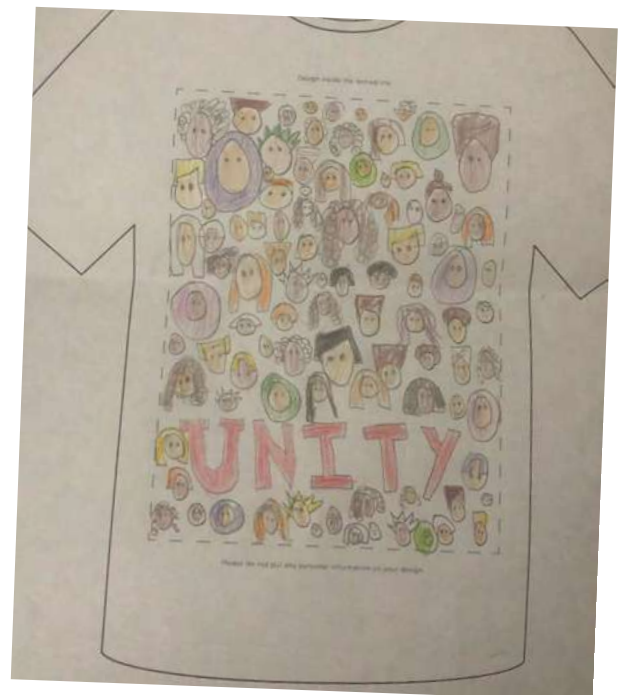
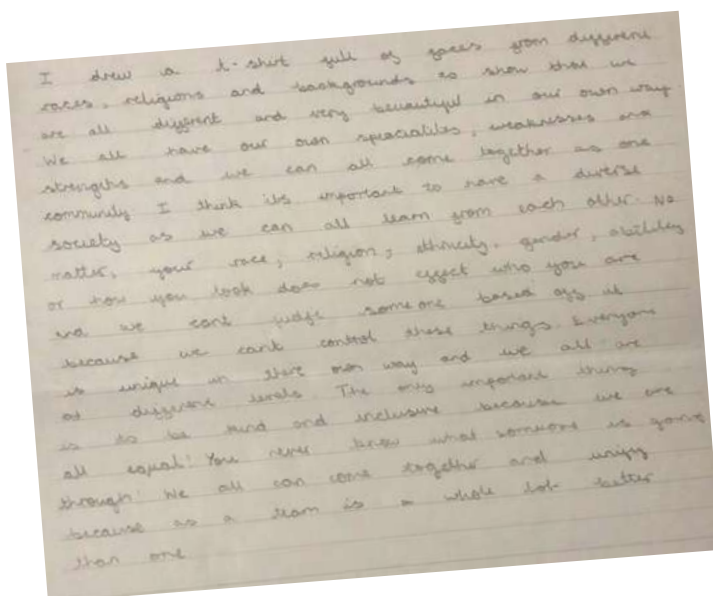
Our other winning designs:

Mrs Chan and Ms Contini selected the three best entries in year 7, 8 and 9. Here are their designs with a brief explaining the thinking behind it - we are very impressed and proud of them!

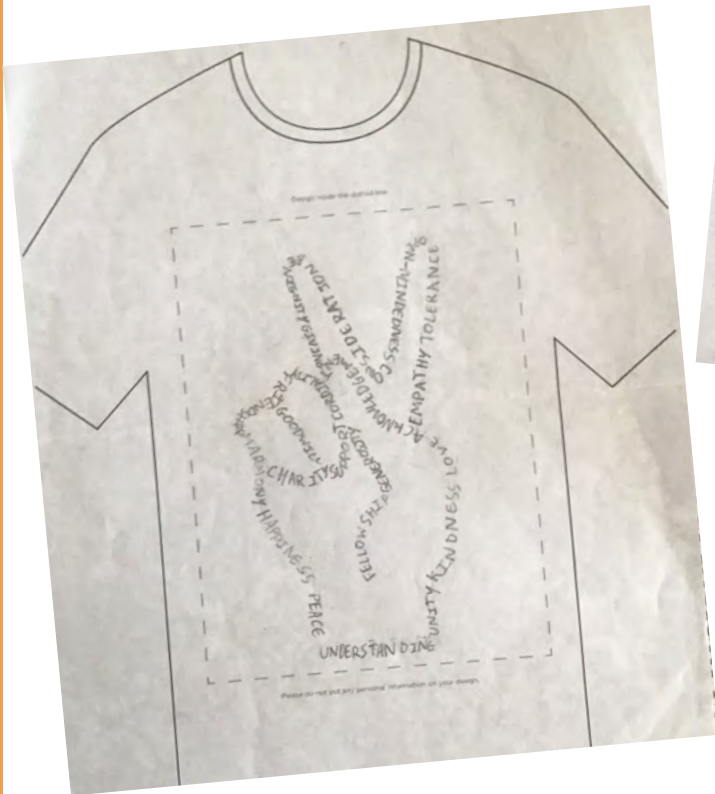
Harry Kitchener, year 7



Aliza Ahmad, year 7



Joe Kirby, year 8



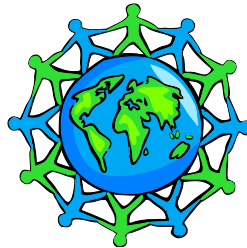
The thinking behind my design, was to draw a peace sign with words that are similar to unity, understanding, kindness and tolerance. The peace sign I used is based off of the one that Winston Churchill did during WWII. He used this to symbolize peace, and to show he was trying to end conflict. The way I have used words in this T-Shirt design, is similar to the way they are used in a concrete poem. This is where words take on a shape or something to do with the words (in my case the are about peace and unity and the shape is the peace sign). I think the words I chose represent what the competition is about well, because they are all synonyms or somewhat related to the original words (unity, understanding, kindness and tolerance).

Grace Taylor, year 8

The thinking behind my T-Shirt design was the idea of what makes a human. I used the given words and other positive synonyms which I thought described the unity and strength of the human race. This design signifies that were all human, regardless of any dividing or base-inducing qualities which often divide this society. I used different colours to represent the diversity of the population, all relating to the central point of humanity. I kept my design simple so that it could be easily recognised and remain uncomplicated for a T-shirt designed for all ages and people. These encouraging words are aimed to spread awareness and positivity towards different and hopeful words that have been occurring across the world by reminding the supporters of the ~~same~~ cause about humanity's positive and motivating attributes.

Anna Tyukova, year 8

For my T-shirt design, I drew many colourful hands in the shape of a circle. This is to symbolise kindness and togetherness. Various colours show that we are all different and we should celebrate it. In the center, I wrote an English quote by W. Somerset Maugham, an English writer: "The essence of the beautiful is unity in variety." I have chosen this quote in particular because it reflects the key theme that is important to Unites: unity. Through this T-shirt design, I aim to spread a message of tolerance and understanding. Unity is all about being or staying together, and in my opinion a sense of togetherness is extremely important especially nowadays, when the world is so unstable and volatile.

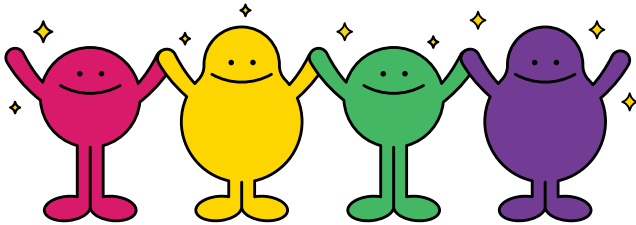
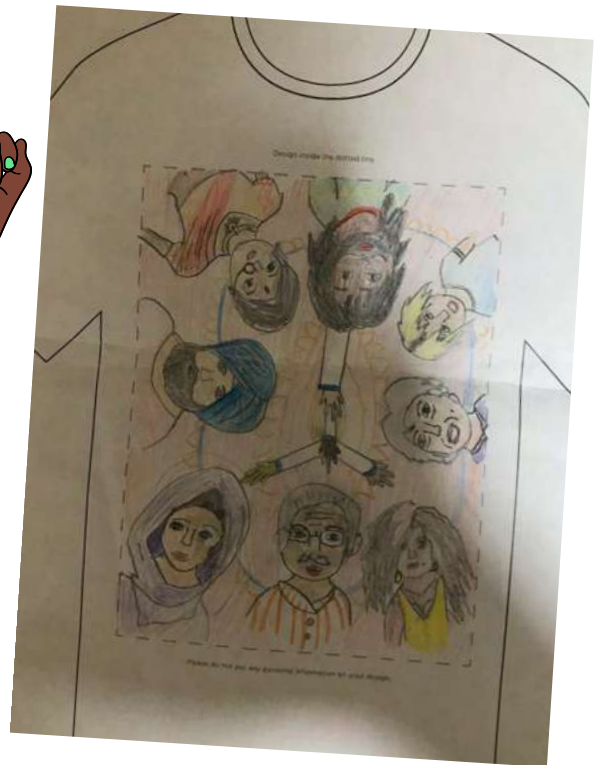


Sophie Jahneke, year 9



I wanted to do the classic different coloured fists but with a twist. While the well known image of black and white fists together shows unity, it isn't all that inclusive. Because of this, I wanted my design to show the fists of someone black, brown and white. I also wanted to show acceptance of the LGBTQ+ community and had the idea to show the flags through the veins of the hands/wrists. My reference picture was of a clipart style fists so that had black outlines so I also coloured in the outline with the flags.

Tejvir Nagra, year 9



Your name: Adrienne Yu-Mason Name of your T-shirt: Unlikely Friends

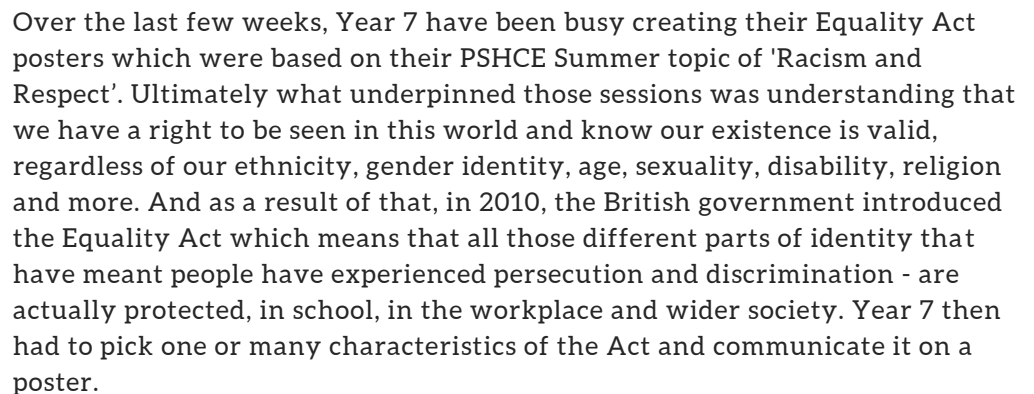
As part of the competition, you need to write 150-250 words on the thinking behind your design. You can do that on the website when you upload a scan of your design or you can do it below and submit it with the scan of your design.

My design was inspired by the predator-prey relationships with animals, they coexist in the same place and can sometimes have mutual friendships in encounters. I chose the horse and wolf to represent the main conflict in nature, ~~the~~ domestic horses and dogs can be friends despite leading different lives. The snake and dove are also symbolic of minorities and their history with war, the dove also represents peace so in the design it shows the union between all of them like the mutual understanding between each other. The diversity of the colours of the animals show the different people of the same community and the grass shows that they all occupy the same home: "Earth". And the leaf represents the symbol of unity with 2 pieces diverging showing the different paths people take with the middle path of the life anyone could have together.

Adrienne Yu-Mason, year 9



Learning about the meaning of equality!



Here are just a few of the amazing posters produced. Thank you to the tutors in their delivery of the topic and to the year group for their creative and thoughtful contributions!

Whole school events

HOUSE SPORTS!

by Tallulah Price-Toplis



This was the first time our year 7's and 8's were able to participate in a large house sporting event and I am sure this will be the first of many! A huge thank you to all the members of the PE department who enabled the day to go ahead and run as smoothly as possible. We also greatly appreciate Mrs Snelling's behind the scenes work as one can only imagine the amount of organisation that went into the day beforehand.



I am overjoyed to be writing a follow up of our first large house sporting event since 2019!

The atmosphere started off very lively with years 9's and 10's and the sense of excitement was maintained into the afternoon with the participation of our year 7's and 8's.



However, we must not forget about our brilliant house captains, who acted as coaches, mentors and ref's throughout the day. It was especially great to see the year 12 externals experience their first sense of a Bexley Grammar School House sport event. Having been lucky enough to be a rounders coach along with my fellow house captains, I can say from firsthand experience how much we all enjoyed participating.

THE RESULTS:

TENNIS

Year 7

1st Mabbs
2nd Wellman
3rd Prothero
4th Collins
5th Johnson
6th Kirkman

Year 8

1st Kirkman
2nd Prothero
3rd Collins
4th Mabbs
5th Johnson
6th Wellman

Year 9

1st Prothero
2nd Kirkman
3rd Wellman
4th Collins
5th Johnson
6th Mabbs

Year 10

1st Collins
2nd Wellman
3rd Mabbs
4th Kirkman
5th Johnson
6th Prothero

ROUNDERS

Year 7

1st Mabbs
2nd Collins
3rd Prothero
4th Johnson
5th Kirkman
6th Wellman

Year 8

1st Johnson
2nd Kirkman
3rd Collins
4th Mabbs
5th Wellman
6th Prothero

Year 9

1st Wellman
2nd Prothero
3rd Collins
4th Mabbs
5th Johnson
6th Kirkman

Year 10

1st Collins
2nd Mabbs
3rd Wellman
4th Johnson
5th Prothero
6th Kirkman

CRICKET

Year 7

1st Collins
2nd Wellman
3rd Johnson
4th Prothero
5th Mabbs
6th Kirkman

Year 8

1st Wellman
2nd Mabbs
3rd Prothero
4th Johnson
5th Collins
6th Kirkman

Year 9

1st Kirkman
2nd Prothero
3rd Wellman
4th Johnson
5th Collins
6th Mabbs

Year 10

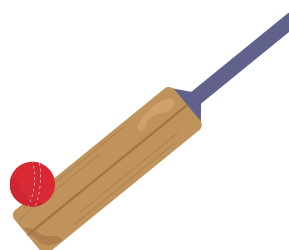
1st Mabbs
2nd Collins
3rd Prothero
4th Johnson
5th Wellman
6th Kirkman



House Results Current Standings July 2021:



1st COLLINS 63
2nd PROTHERO 53
3rd MABBS 52
4th WELLMAN 51
5th JOHNSON 45
6th KIRKMAN 44



Despite the fact that there can only be one house that takes the title of first place from the events of the day, the sportsmanship observed by all students was impeccable!





LGBTQ+ PRIDE MONTH

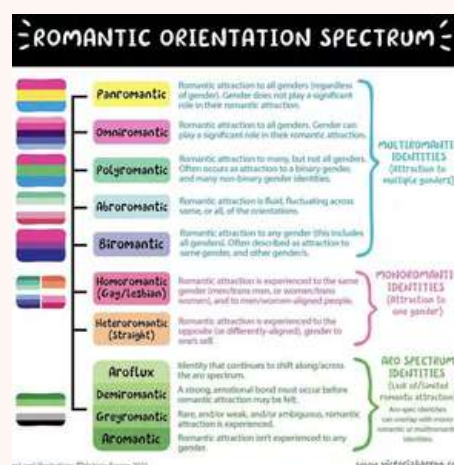
a time to celebrate but also educate.



by Deborah Akinbode, year 12

As we all know, June is Pride Month and it is marked mainly in the Western World. Some people believe that Pride is about celebrating the contributions of the LGBTQ+ community, and while this is partly true, Pride is also about "honoring those who have suffered, died and been abused for their sexualities. It is a reminder that despite the horrors people have faced, there are people who support them" (Twitter user @meriithia) and will fight for the human rights they deserve.

Sexuality is very fluid and does not have to be limited to sexual attraction or romantic attraction. These beautifully drawn charts by Instagram user @victoriabarronart explain some, not all, of the different sexualities and romantic orientations that are part of the LGBTQ+ community.



CLICK [HERE](#) TO FIND 10 WAYS TO BE AN ALLY AND A FRIEND TO THE LGBTQ+ COMMUNITY.



Pride Month at BGS

At BGS, we have marked Pride Month during academic monitoring with sessions dedicated to learning about the different aspects of being LGBT+, focussing on some of the most misunderstood topics. These sessions were very informative and sparked a great deal of reflection and mature conversations about these issues - educating both students and teachers.

Just because Pride Month is over, it does not mean that the LGBTQ+ struggle is over as many LGBTQ+ people still face discrimination in the workplace, school and even at home. Being queer is not a choice and we must all help make the world an easier place for everyone to live in.



WHAT HAVE WE LEARNT DURING PRIDE MONTH?



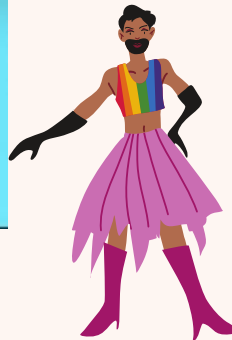
Click on the headings to play the video clips!



WHAT DOES IT MEAN TO BE INTERSEX?



WHAT DOES IT MEAN TO BE TRANSGENDER?



WHAT WAS THE IMPACT OF COLONIALISM ON CULTURES THAT ACCEPTED GENDER FLUIDITY?



WHAT DOES IT MEAN TO BE ASEXUAL?





Storme DeLarverie: a trailblazer.

by Oliver Peetoom, year 12

Sometimes called "the Rosa Parks of the gay community," Stormé DeLarverie was a butch lesbian whose arrest is often credited as the moment that sparked the Stonewall Riots in New York, in 1969. She was noted for her constant service for queer, black and women's rights movements as well as helping deconstruct gender roles. She was a prominent Drag King performer, where she combined her flair for theatrics with scathing political commentary. Although not as widely recognised as other Queer Liberation Front leaders like Marsha P. Johnson, her contributions are just as significant and deserve great recognition.

LGBT+ heroes in Sports:



Michael Sam was the first openly gay man to be drafted into the NFL.



US football team captain Megan Rapinoe is openly gay.



Keegan Hirst is the first openly gay, active league rugby player.



American sprinter Sha'Carri Richardson, who just qualified for the Tokyo Olympics, is also openly gay.



Las Vegas Raiders defensive end Carl Nassib has become the first active NFL player to come out as gay.

Former Germany and Aston Villa player Thomas Hitzlsperger became the first player with Premier League to come out as gay, in 2014.



Jason Paul Collins was the NBA's first openly gay player.



UK boxing champion Nicola Adams is also openly bisexual



Decolonising the curriculum

The contribution of the Afro-Caribbean Society.



Bringing this mission forward.

Marie Touray - President of the Afro-Caribbean Society.

Recently, this year's Afro-Caribbean Society has developed a manifesto aimed at making members of our school increasingly aware of Black history and culture through a number of ways. We also intend on identifying the ways in which the curriculum can be made more diverse and inclusive of Afro-Caribbean culture (as well as culture representative of other ethnic minorities). It must be proudly said that our school has recently been working on changes to the curriculum for the future which is an extremely beneficial and proactive approach that is already happening within the school environment; this makes our hopes of achieving the implementation of a wider range of reading lists and learning material that covers the work of Black figures within history and modern society even more possible.

In the past month, members of the Afro-Caribbean Society have reached out to departments within the school with the purpose of having a discussion about potential ways in which certain subjects, such as English, History, Politics, Film and Science can be decolonised. This provided a great opportunity for us to finally voice our perspectives on the content that we as students learn on a daily basis. This marks another step towards our goals, as many of us feel that it is important for teachers to give a platform to students to express our thoughts on the content we are made to learn.

Our work with various departments.

Given how Eurocentric the field of film studies remains despite the intervention of postcolonial cinema, it is evident that there is a need for placing more emphasis on de-westernising film studies, a large proportion of Film and Screen Studies tend to ignore Afro-caribbean and Asian directors. We believe it is essential to incorporate films which offer a range of perspectives from diverse cultures and worldviews; perhaps integrating films which discuss the impacts of imperialism, colonialism and racism would enable students to be more open-minded and historically aware. Because racism has been a form of visual supremacy, it's only natural to investigate its origins, impacts, and legacies through a visual medium like film. It is important to ensure that film is more globally representative and inclusive of diverse and dynamic screen cultures and worldviews.



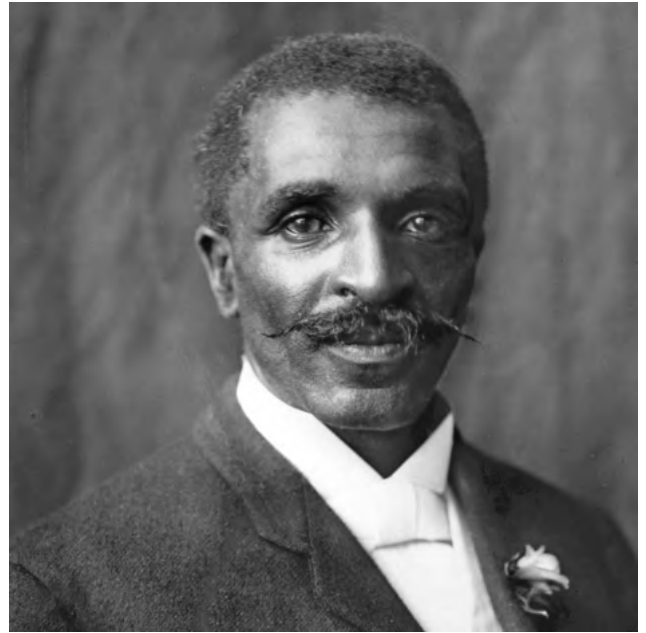
Chimamanda Ngozi-Adichie



Angie Thomas

Having had discussions with the English department, there has been a significant amount of progress and development within the subject, particularly regarding reading lists and providing a diverse scope of texts that students at our school study. It is great to see that much of the content being taught, allows students to attain knowledge in a context which differs from the usual westernised perspective. Take the example of authors of colour such as Chimamanda Ngozi Adichie, Benjamin Zephaniah and Angie Thomas, being incorporated into the curriculum for younger students. In addition to this poetry is being made increasingly diverse, such as exploring the work of poet John Agard as well as integrating Asian literature into reading lists such as Bangladeshi authors like Nadiya Hussain. Having said that, there still remains ways in which this area of the curriculum can be made increasingly inclusive and representative of minorities. For example, exploring the intersections of race and sexuality (specifically LGBTQ+) and attempting to integrate this into the curriculum, could be incredibly progressive for this department.

Decolonising science is more than eradicating dominant patterns of thought but is about creating space for a more diverse range of knowledge systems. It must be considered that the majority of science theories (whether it be biology, chemistry or physics) are produced by white individuals, however whenever possible, it is integral to highlight and enforce the relevance and impact that Black, Asian and minority ethnic (BAME) individuals/ key figures have had upon science. Take the example of George Washington Carver, an American agricultural scientist and inventor who was famous for several inventions and promoted alternative crops to cotton whilst studying methods to prevent soil depletion. Despite his prominence in science often being undermined he was the most influential black scientist of the early 20th century.



John Washington Carver



Katherine Johnson

It is vital to modify the hegemony of 'Western' systems of knowledge in science. Although one can recognize that Eurocentric models are an integral part of education and knowledge systems we should ensure that BAME figures are not being dismissed. Perhaps shedding light on their work through the use of film or books could be implemented, take the example of the films 'Hidden Figures' and 'Gifted Hands', which both reiterate the way in which black scientists have contributed to physics and chemistry theories. This shows the way in which differing areas of the curriculum often intersect. Moving forward, as a school, it is crucial to continue to consider how we can embrace diversity within the curriculum further and deliberate the ways in which we can extend our work beyond our own perspectives through re-envisioning subjects.

YEAR 7 SUMMER FAYRE



An entirely year 7-lead event!

Soon after we heard about the CAS Diploma in our form time, Maddison and I were debating several ideas to complete an aspect of it. We had a spark of inspiration and decided to go ahead with a football tournament. We brought this up with Mr Martin and upon sharing our idea with him, he was happy to support and endorse our efforts. Since then, we had many meetings with him to plan and discuss it.

A few weeks before the set date, we had the task of going to each form and presenting a powerpoint to show everyone what we were working on. After going around to shops near the school asking for donations for raffle prizes, we received donations from Tesco and Morrisons. We then proceeded to set up a desk near the canteen for people to buy raffle tickets and register their football teams. We had many interesting names such as Curry FC, Saddo FC, Stranger Mings and more. By then we had a solid plan and just needed to brush up a few details. Before we knew it, it was the day of the event. As soon as the bell to signal the end of the day rang, students all flooded out and rushed to either set their stall up or get changed to play football. Once the event had commenced, the atmosphere was exhilarating and we had some great stalls such as the Stocks, a fortune teller, a multicultural food stall and many more!. Many students and staff happily donated raffle prizes that people were happy to win! In total we raised £1007.18, with half going to Demelza House and the other half to Bexley Grammar School! A huge thank you to everyone who got involved and helped us raise the money!

by Anagha and Maddison 7LPV

Mr Martin's appreciation despite getting drenched at the stocks!

I'd like to echo the sentiments of Anagha, Maddison and all of the students who have shared their experience of the Year 7 Football Tournament and Summer Fayre. A fantastic idea and everyone who participated was a credit to themselves and the year group. A huge thank you to all of the staff and students who worked together to make the event a success.



Photo
credits:
Miss Fuwa

What some of our year 7s said:

It was great the sun was shining so we could all enjoy being outside at our first year 7 event at BGS. There was a good variety of stalls including food, stocks (including the teachers) and football matches going on in the background. Everyone showed teamwork in the setting up of the stalls. At the same time, the laughter and smiles on everyone's faces showed they were having a good afternoon whilst raising money for a great cause.



Zahra Selfi 7LPV



I would like to say that the school Fayre was amazing. The atmosphere was wonderful and everyone was so nice and friendly. Nobody playing football was rude or disrespectful and everyone was a good sport. The things you could do at the stall were great. From food to dumping buckets on people. Overall it was the best day of the year and I really enjoyed it.

Harvey Achu-Mofor 7AJW

I really enjoyed the Summer Fayre as there was an abundance of activities and the weather was really upbeat and clear. It was nice to see many people join to support Demelza and the school. 7LPV did some excellent food such as Samosas and the stocks were very exciting and fun, even though I got completely soaked.



Daniel Quinn 7AJW



Il found the summer fayre really enjoyable. I was playing in the 5aside football tournament so I didn't really get to go to every stall and see what they were doing and selling. The football tournament was really fun and I would love to do something like that again. I would like to give thanks to Anagha and Maddison for creating the summer fayre.

Louis Spicer 7AJW



I thought that the idea of a just YR7 Summer Fayre was very cool. It had everything a day out at the funfair would have. I especially liked the idea of a football tournament as it was the chance to show what we can do. I liked it as well as my team won. The stalls ran very well and made a lot of money.



Thanks to all the teachers and the students for organising this and joining the fun.

P.S. #BICEY F.C!
Aydan 7ACR



Regarding the Summer Fayre, I am pleased to inform you that I thoroughly enjoyed it, even though my team sadly did not win the tournament I do believe that my team enjoyed most parts of the tournament. The food was delicious and the drinks were refreshing.

Tobi Chukwu-Ike 7AJW



THE MARK EVISON FOUNDATION

A life changing opportunity for our year 12s.

by **Tofunmi Onakoya, year 12**

This term Year 12s have been met with the opportunity to lead a project independently, fully funded by the Mark Evison Foundation.

What is the Mark Evison Foundation?



Mark Evison

The Mark Evison Foundation, is a charity that was created in 2009, in memory of Lieutenant Mark Evison who was shot while leading a British Army patrol in Helmand Province, Afghanistan. Despite the serious wounds, he remained conscious and continued to issue orders to his men: the entire patrol returned successfully to base. He died shortly after being flown back to England on 12th May 2009: he was 26.

Mark has been described as "a charismatic, caring, brave and talented individual who loved challenges and opportunities to develop himself personally". Through this project the foundation encourages young people to fulfil their passion in hopes that they can take on board some of Mark's qualities.

Their Annual School Awards are available for students aged 16-18 at state-run schools, which includes them visiting schools to encourage students to apply and select successful applications. Applicants (whether individuals or groups) are asked to create and plan their chosen project, present this to them, and carry through their plans and then tell the foundation about it afterwards. Expenses are allowed up to £500.

This year, participants of Mark Evison have come up with a range of challenges that would be able to push them out of their comfort zone. For Example, Riya Panaesar, a member of 12SH is producing a music video and 3 songs with the help of 6 of her friends. When asked why she felt this was an appropriate choice for her she responded that "Mark Evison has provided me with a golden chance to be able to show off my talents independently, whilst also testing how far my abilities can be stretched". Part of the challenge is being able to come up with a project that can be funded with an up to £500 limit. Riya commented that "they have provided me with the financial means of being able to obtain resources to perfect my craft".

When you reach year 12, I highly recommend grabbing the opportunity to be part of this project with both hands. Mark Evison allows you to be able to push yourself and break boundaries that you may never have known you had in the first place.

Even if you're not going to be in year 12 for a couple more years, you are never too young to start thinking about a project that you feel passionate about and you would like to be funded.

For inspiration
and for more info,
check out the
[Mark Evison
Foundation's
website](#)

PEER MENTOR TRAINING



BY MATTHEW JOHNSON, YEAR 12.

On the 23rd June, my fellow new peer mentors and I attended a training day in order to improve our skills, techniques and solutions used when tackling the potential problems of our future mentees. Throughout the day, we discussed several topics varying from what is a mentor to values and attitudes to confidentiality and boundaries and many others. At one point, we participated in a trust exercise which allowed us to reflect and visualise the positions of worried mentees who may approach us and understand the foundation of trust that must be laid before our relationship with them and an atmosphere of openness can be built. Moreover, we completed listening and body language exercises, as well as an activity where we speculated which personal possession belonged to who. This activity in particular, taught us that in regards to the subconscious assumptions that we initially make, we must try, where possible, to recognise them and not to act on our biases. Whilst being very informative and helpful, the training also aided us to acknowledge that there may be cases we are unable to fix and overall, it really improved our understanding of our role as peer mentors and how to conduct it at an exceptionally thoughtful and careful standard.

BGS ARTSFEST

ARTS DEPARTMENTS CELEBRATE THE END OF A TURBULENT YEAR



A much needed ray of sunshine!

by Mrs Goddard.

On 20 July, all the Arts departments came together to celebrate the BGS ArtsFest, a gathering of all arts students and their work. BGS students have faced many challenges this year, but still the Arts have kept us going.

The Art department Put on an exhibition of students' work, covering topics such as Black Lives Matters and protest. There was a special piece of artwork that audience guests contributed to, which marked the event today. Everyone was encouraged to share their lockdown 'silver linings', the things that we had taken away that were unexpected and positive. We even had a special exhibition of work by Toby Geden, Y8, who even as the exhibition was being put up was producing artwork to the end!

Food and DT had a wonderful display of light box art , Campana chairs and skateboards entirely made and painted by students, some of the projects that have been completed this year. In addition, the department also put on a spread of food for hungry audience members - the spicy sriracha chicken was a particular favourite! - and provided the festival eatery experience for all.





The drama department performed at 'half time' on the main stage. Mr Otley and Ms Gabriel's Y8s put on two performances from the Grimm fairy tales, with several students stepping in last minute to take up roles. Cinderella (Tilly Jackson, Y8) and Prince Charming (Eddie Gearing, Y8) both helped draw the raffle tickets, and their lucky numbers won guests a number of prizes!



Students from the music department were incredible. We had a huge variety of ensembles and performances displaying the talent of our students. The Samba band kicked us off, waking us up and whetting our appetite for the concert ahead. Orchestra performed Batman, Mission Impossible, and the Avengers - perhaps alluding to the fact our students and audience were all heroes for braving the British weather?! We had a student band, Plummet, who performed their original composition, Friday Afternoon Heroes, under cover of the gazebo whilst we waited for the spots of rain to fade away. Junior Choir sang a charming rendition of 'Singing in the Rain', with a tap dancing solo from Zara Warren, Y8, as well as 'Touch the Sky' from Brave and 'Believe' from the Descendants. String Group performed 'For the love of a princess' from Braveheart and a charming instrumental 'Plink, Plank, Plunk!', featuring some more unusual string performance techniques! Bexley Baroque performed Pachelbel's canon with accompaniment from the storm thunder, but nevertheless performed with great aplomb, followed by Flute Choir finishing the first half with Shenandoah and Celtic Lament.



To finish off the programme, we had Chamber Choir performing Foo Fighters Medley, and Rock Band performing Africa (with audience participation!). Both pieces rocked and added a twist to the programme. Finally, Rhys Tonks Y12 performed Zac Zinger's Fulfilment (with a little help from his friends who were providing the accompaniment, before he joined with Big Band who performed a number of jazz standards including Miles Davies' Four and Nat Adderley's Work Song.

The event was a rollicking success and we braved the elements despite what it chucked at us! What a wonderful way to end the academic year with an arts 'bang and to celebrate the achievement of all our students!



Some of the Skateboard exhibition artists: dangerously talented!



I will not be another flower, picked for my beauty and left to die. I will be wild, difficult to find, and impossible to forget.

- Erin Van Vuren

I WEAR MY QUIET LIKE A CROWN.

Byr



"I've always liked quiet people: You never know if they're dancing in a daydream or if they're carrying the weight of the world."

- John Green, Looking for Alaska



CONFIDENCE IS SILENT. INSECURITIES ARE LOUD.



The problem with the world is that the intelligent people are full of doubts, while the stupid ones are full of confidence.

Bexley Grammar School Skateboarding Club

As we slowly emerged from COVID-19 lock downs, a club at school that could help provide mental and physical well-being, camaraderie, socially-distanced making and gelling over design proved to be really positive. This was the initial premise of a low-cost and positive use of PTA funds. We were also lucky enough to receive further funding from the Peabody Trust.

Mia Millin, the artist behind many of the mock up boards has been instrumental in the set up of this club, thanks so much. Hoping to start again in late September so get your names to Mrs Chan ASAP!



BGS Homegrown talent.

ZOE LE CONTE: FROM BGS TO HARVARD



THE ROAD TO SUCCESS.

BY ZOE LE CONTE

It has been a crazy 3 years at Southampton University. Originally studying Physics, I specialised to Astronomy very early on.

Since then I have been a huge part of the outreach team and an ambassador. I got brilliant support with my learning difficulties but also learnt a lot along the way.

In my second year I got the opportunity to complete a project using the world largest optical telescope in Tenerife. Unfortunately, I was meant to fly out the week the lockdown began, so instead, wrote reports on the data (which wasn't nearly as exciting).



And finally this year I worked my hardest and achieved a first. I was contacted by the university to take part in a course which I could only dream of doing. To study at Harvard starting this September! I have a range of projects I can choose from but it is all leading research for the Smithsonian Institution, aimed at understanding and finding new discoveries in deep space. I will be attending and presenting at the American Astronomy Society in Utah this January. I am very excited and a little nervous but so proud to have been given the chance. After completing the year, I will leave with a Masters degree and all 5 students are offered a PhD and some good connections in NASA.

BGS was a wonderful school to grow up in. I took most pride in my role as a house rep, empowered by a house system which brought all year groups together and showcased individuality and talent. It solidified life long friendships and created healthy rivalries, which taught me to keep striving to achieve my very best. A special thanks to Mr Ward (Canadian) who advised me to study Physics and all staff at BGS for creating a supportive and happy environment. I studied Maths, Physics, Gov Pol and Art at A-Levels, providing me with a balanced education.

Over the next year, at Harvard University, I will be using data collected from satellite telescopes to advance theories proposed by well established physicists in recent years. My future aims are to complete a PhD in high energy astronomy and encourage other young girls to look at the stars and dream big, because if I can do it, so can they.

***Who knows,
being an
astronaut could
be on the cards
one day?***

Leaving staff

As every end of year, we sadly have to say goodbye to some amazing members of staff. We are so grateful to them for what they brought to BGS and wish them all the best in their future endeavours!

Mrs Triggs

How long have you been at BGS?

This is my 21st year at BGS as a member of staff. Both my sons attended Bexley Grammar School so my link with the school goes back to 1992.



What are some of your favourite memories?

I haven't really got a favourite moment, I have really good memories of working in the school office and working with all the Admin Team, they are amazing and I'll miss them all when I go. I loved the Summer Fayre. I helped to run the bottle tombola with other admin staff and it was always a fun day.

What will you miss the most?

The people (all the staff, the teachers, the support staff). BGS is a special place, I think that's why I've stayed so long.

What will you go on to do now?

Just enjoy life!

Miss Scott

How long have you been at BGS?

I've been working at BGS for 5 years

What are some of your favourite memories?

Working with my dept; school trips, especially Washington, NYC, LA, the ski trip to Austria...Watching the presentations at the First Give Final was one of the proudest moments of my teaching career. A 'jollof off' in a year 8 lesson based on West African civilisation brought much drama and excitement. I won't say who won out of Ghanaian or Nigerian jollof rice... and watching so many forms (including my own) have the best times at the summer fayres

What will you miss the most?

The kindness of students and their enthusiasm for learning. And all the staff!

What will you go on to do now?

Head of History Department at St Thomas The Apostle in Peckham.



Thank you!

Mr Rodrigo

How long have you been at BGS?

As a teacher: 4 Years As a teacher and a student: 7 years



What are some of your favourite memories?

Docklands Trip with 7PLR 2017, Summer Fayre 7PLR 2017 with Chocolate covered marshmallows, Singing 'Despacito' for International Day Karaoke, Teaching Salsa all day in 2018 for a Power Day, Berlin and Krakow 2019.

What will you miss the most?

My Form, my students & my colleagues.

What will you go on to do now?

Assistant Head of Maths at Eltham College.

Mr Nichol

How long have you been at BGS?

I've been at BGS for just one year (maternity cover for Mrs Harris)

What are some of your favourite memories?

Working with motivated and well-behaved students; seeing the school slowly emerge from its Covid slumbers with the return of extra-curricular activities; the sight and sounds of so many students out on the field last Thursday (Sports Day) with the accompanying cheers, screams and whoops of delight; that anxious first lesson post-lockdown with real smiling faces greeting me rather than 30 avatars; talking all things cricket with Tony Dhir at the end of a lockdown day of intensive online teaching in a freezing M10 :-)

What will you go on to do now?

I've registered with a couple of agencies in case another fixed-term contract presents itself; otherwise I shall probably be spending far too much time helping with 'quality assurance' procedures at Southwark Brewing Company.



Leaving staff

Miss Williamson

How long have you been at BGS?

I've been here for two years in the DT Department.

What are some of your favourite memories?

Going on a History trip to Ypres was pretty special. So much to take in over the day, and not to mention the wonderful food and company.

What will you miss the most?

My fabulous 7AJW Form Class - they are gems! They have adapted to school life so well and taken everything in their stride.

What will you go on to do now?

I'm off to teach more of my subject specialism, which is Textiles.



Mr Marinuc

How long have you been at BGS?

2 years

What are some of your favourite memories?

It has to be the Geography field trips: the first one with Y9s to the Natural History museum, the Y12 and Y13 to River Darent and the Y10 to Stratford and Epping Forest

Also being irreversibly transformed by the love of stickers and the passion for Simon Reeve within the Geography Department

What will you miss the most?

the best Geography teachers and colleagues from the Geography Department and teaching the wonderful students at BGS



Ms Braybrook

How long have you been at BGS?

I started in 2002 so I have worked at BGS for 19 years.

What are some of your favourite memories?

Both my children were students at BGS so I have fond memories of how happy their school days were. My greatest feeling of job satisfaction was when we had to prepare A-Level practical exams.

we would have at least 4 Labs all set out for at least 70 students, sometimes more.

It was a lot of hard work but good team work. I will miss that

What will you go on to do now?

I am looking forward to having more time to myself and to be able to help my family.



Thank you!



