

NEWSLETTER

www.bexleygs.co.uk

30th September 2021



Lecture with Questions & Answers from Sarah Lasoye, ex-BGS published poet!

From the faded hues of her past, to the electric present and palpable future, Sarah Lasoye's writing explores the boundaries of memories and experience through abstract and narrative poems without losing touch with the values that we should all hold dear.

The fantastic poet and alumna of Bexley Grammar came on Thursday 23rd of September to read and discuss poems from her debut collection of poems ("Fovea / Ages Ago"), which depict a timeline of her young life and the transition into adulthood through abstract and narrative stories in which she appears as vulnerable to the reader as possible. The sharing of inquisitive and personal contemplations on her childhood and growth as a person would remain a recurring theme throughout the first few poems where she starts the book discussing her impulsive need of lying to which she reflects on today as being a stairwell to discovering her true identity and comically saying it served as a mask hiding her evil spirit of being a child. After reciting a brief assembly of poems from her own book, Sarah Lasoye shared her experiences of talking to prosperous poets and how their guidance has had a tremendous impact on the way she fabricates poems nowadays.



She spoke of how she writes her poems, almost the opposite of the typical, solitary occupation that we often associate with writing; Lasoye revels in the inspiration of being in a communal space, taking in the mood and the atmosphere, always sourcing ideas from the urban environment around her. This is integral to her as a person, informing her view of the world and thus influencing her writing, leading to a wild array of poems covering each part of life and the limitless boundaries of our recollection in her chapbook.

Do you feel it is important, when writing, to have the audience at the front of your mind?

Yes and no. Sarah wanted to convey that the key idea when writing is not all the people who read your work will love it, in fact, some of them will hate it. But she didn't feel that this negative feedback was as important as we might think it to be; if you love writing and feel that it is your true purpose, no amount of cynical opinions can sway you from your true audience. And for Sarah, these are her close friends.

Given that you take great inspiration from public spaces, how did the lockdown affect your writing?





In isolation Sarah still met up with her friends over zoom, working together and reading and reviewing each other's work, so she still had that feeling of community to fuel her writing. This method of support was something that they had done before lockdown, retaining a sense of normality, but it helped her to tailor her work to an audience of like-minded people. Sometimes they gave back constructive criticism, that Sarah could then decide whether or not to take on board; she feels that there are some essential concepts in her writing that no amount of criticism could bring her to remove them.

Lasoye also addressed how finally being able to call herself a poet was a great mental milestone and wished she would've done so earlier, as many young aspiring poets and general people give up their dream of writing because they mistake the word to be of immense worth in the literary community (which it can be) and then not being worthy enough to attribute it to themselves, when in reality anyone can call themselves a poet and write literary pieces with just pen and paper, leaving readers to think that maybe her collection of poems could also serve as a symbol of inspiration to others who may think that they're not good enough to write because they aren't entitled poets or have a profession in such department. Sarah Lasoye talked about how she herself wasn't even close to a career path related to poetry in school, as she graduated with a biomedical science degree from university, clearly surpassing the social misunderstanding and going on to become a published artist with poems she would write in her spare time.

Finally, she showed the crowd some poems from her also published friends which were more "anarchist" and "wild" (as described by the poet herself!).

This makes her writing what it is, a gloriously abstract amalgamation that speaks true to who she is: a wonderful poet and a truly inspiring, charismatic individual.

Thank you to Mrs Quinton for arranging this fascinating poetry reading and Q & A session.

Alex Ionita and Max Armstrong-Moulini, Year 12 English Prefects





International Celebration Week

self-awareness empathy diversity inclusivity cultural understanding pride

One of the things we are most proud of at Bexley Grammar is our ethos of promoting and celebrating cultural diversity, empathy and international mindedness, be it through the study of two languages to GCSE, a language at IB, our trips and events and of course International Celebration Week and Cultural Diversity Day!

The week saw registration in other languages spoken at home by the school's community, which offered those students the opportunity to teach a little of their home language to the rest of the form and for us to draw comparisons with other languages. There were also academic monitoring activities including matching celebrities to their spoken languages, naming Disney songs/ films in their foreign language versions, guessing the English word from cognates, the etymology of words, and learning sign language for the European countries, all of which promoted language deductive strategies and inclusivity. The canteen's international menu for the week also proved a big hit, with Jerk chicken rice and beans, Pad Thai noodles and Coq au vin being among the highlights.

The lunchtime activities on offer also proved popular, in particular Japanese origami, French cheese tasting, Japanese calligraphy and Russian word games.





The standard of the Great International Bake Off, which took place on Wednesday 22nd, was incredible this year! We had a great variety of countries, flavours and styles from India to the Philippines, America to Uzbekistan, Denmark to Japan, and almost every corner of the world was represented. Our judges were:



International Celebration Week

- Mr Elphick was head judge of Taste
- Ms Chan (Head of DT) was head judge of Presentation
- Mrs Meyer (Head of MFL) was head judge of Cultural Authenticity

As you'll see from the photos, it was a really difficult decision and the smell of the room brought many staff to come and eye-up the bakes!

Thank you to everyone who took part!



Best Taste
Dhiren Sangha 9MCA
Indian Spice Cake

Star International Baker:
Andrey Polyarush 7JMP
Honey Cake Medovik

Winners



Special Mention for Detailed Cultural Exchange
Behzod Marufov 9MEM
Uzbekistani Chak Chak

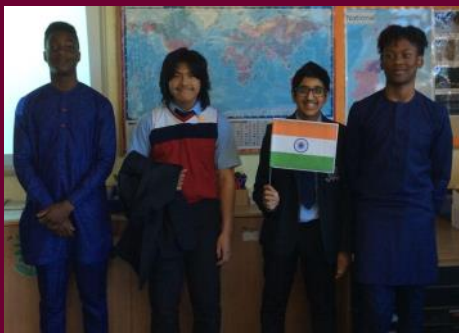
self-awareness empathy diversity inclusivity cultural understanding pride



Friday's Cultural Diversity Day was the epitome of the week, with lessons having an international flavour to them and when students and staff wore authentic cultural dress and shared information and stories with their form about their heritage and what it means to them. I saw such a wide range of dress from Ghanaian, to Indian, to Scottish, to German, to Nigerian, English and Chinese, and from my own Year 13 form I heard stories about Kosovan, Columbian, Indian, Scottish, Russian, Ghanaian and Albanian heritage. The respectful and inquisitive demeanour of everyone was so heart warming and meaningful as we all learned more about each other's cultures and differences. Ultimately, however, what shone through was that although dress and traditions may differ, the similarities of pride, passion and respect for, country, language and heritage were unifying factors for us all.



International Celebration Week



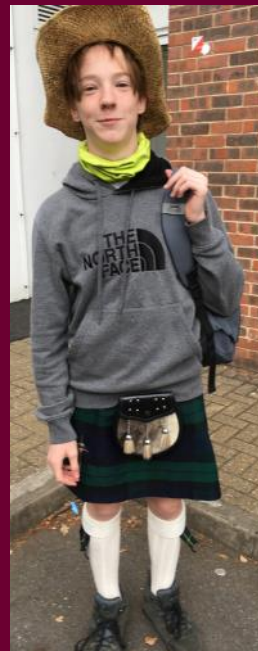
self-awareness empathy diversity inclusivity cultural understanding pride



International Celebration Week



self-awareness empathy diversity inclusivity cultural understanding pride



International Celebration Week

What a day and what a week! Thank you to everyone for taking part and sharing your culture with us.

Mrs Meyer, Head of MFL

self-awareness empathy diversity inclusivity cultural understanding pride



I ran the Greenwich & Bexley Hospice Mini Marathon

When I ran the Mini Marathon I ran it with my father and my younger brother (as it was his first time). You may remember, that I was raising money for the Greenwich and Bexley community hospice and I raised £140. The Mini Marathon is 2.6 miles and my family and I ran at 11 o'clock. When the race started everyone was excited and was running while chatting and laughing. They provide water for you as you run and good thing they did as I forgot to bring my water bottle. Another thing is my brother has Asthma and started to feel wheezy about half way through so we stopped for a short break, but in the end we finished the marathon.

I ran the marathon because I believe that everyone deserves a fair chance in life and because of my beliefs I decided to run the Mini Marathon to raise money for the Greenwich & Bexley Community Hospice. I wish to continue to support my community by being a good citizen and to continue fundraising to help others.

Usman Kayani, Year 8



Greenwich & Bexley
Community Hospice



PE News

Another great club turnout for the girls on Thursday after school.

Well done to Angela Luong Year 8 and Olive Banks Year 7, both received player of the session medals at football club. Great work girls!

The PE Department



**GREAT
WORK!**



School Photographs

Message for Parents/ Carers of Students in Years 7, 10 & 12s

Please note: student photo id cards have been distributed via form trays this week for students in Years 7, 10 & 12.

To take advantage of the **Early Bird Discount**, please follow the instructions on your photo pack and **place your order by Thursday 14th October**.

If you have any queries please email customerservice@pret-a-portrait.net.

Thank you

Pret-a-portrait

We know that many families have busy lives so we thought you might appreciate a gentle

REMINDER

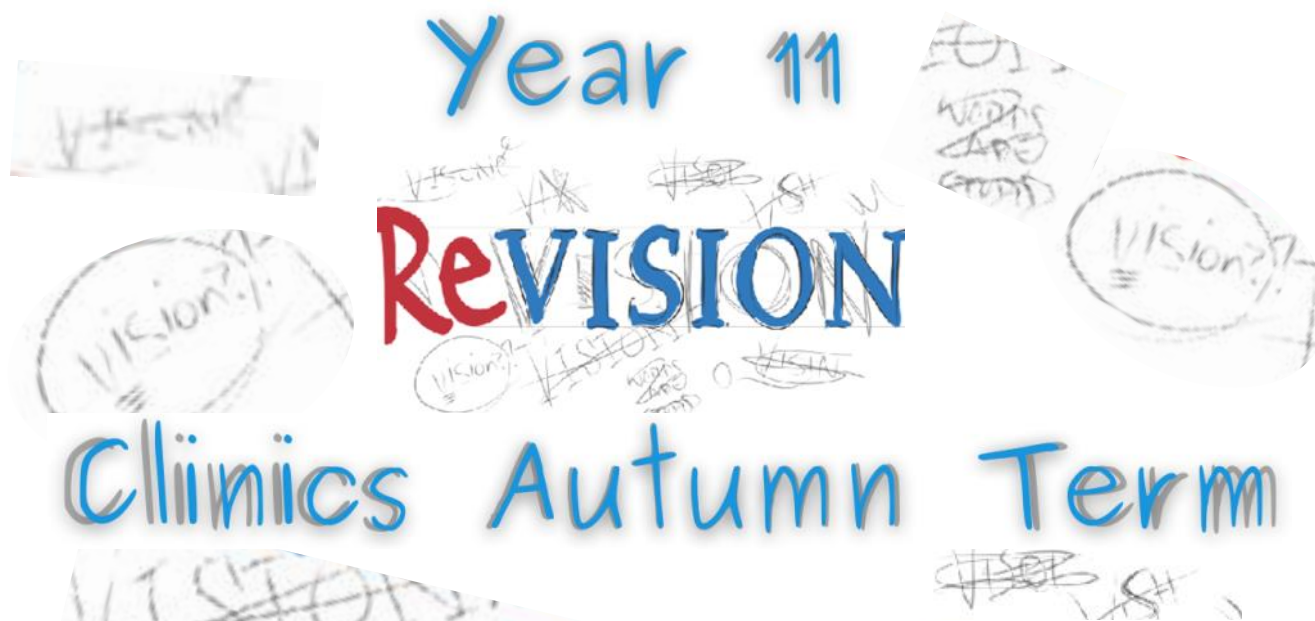
Don't forget to order your school photographs and do try to get your order in before the earlybird deadline* so that you qualify for the

25% EARLYBIRD DISCOUNT

*Your earlybird deadline date is printed on your viewing instructions
Any queries please email customerservice@pret-a-portrait.net

0800 021 7626
+44 1763 878065

www.pret-a-portrait.net



Day	Subject	Location	Start & End Time
Monday	RS- some students will be invited to attend, others can join on a voluntary basis	M22	After school, until 4pm
	Maths- open to anyone who wishes to attend	G4	After school until 4.10pm
	Music- composition	MU2	After school until 4.10pm
Tuesday	English– skills sessions (invite only)	J11	Second half of lunch, week B
Wednesday	History– additional support will take place in lessons with 1 period a week set aside for revision/ support		
Thursday			
Friday	Food Prep & Nutrition	H rooms	Until 4.30pm



When? Weekly. starting on Thursday 30th September
15:15 – 16:00

Where? J7

Who? Year 7 – 9 pupils

If you'd like to sign up. please send Ms Adeaga
an email with one sentence explaining why you'd
like to be part of the club.



A Mindful Moment

What is a growth mindset?

Children (and adults!) with a **growth mindset** think very differently from those with a fixed mindset. They believe that they can get better at something by practising, so when they're faced with a challenge, they become more and more determined to succeed, wanting to persevere and overcome knockbacks. They tend to feel as if they're in control, and are not threatened by hard work or failure.

Although no one likes failing, children with a **growth mindset** do not let failure define them; instead, they use setbacks to motivate them. Children encouraged to adopt a **growth mindset** enjoy challenges and the sense of achievement they get when they succeed.

Researchers have found that building a **growth mindset** helps children at school; making them more motivated, more engaged in the classroom and likely to receive higher marks and greater rewards from their work.

How can I help my child to develop a Growth Mindset?

The exciting thing about the **growth mindset** approach is that it is not just about ability. It focuses on what people believe about ability – and there are lots of ways that we can help our children to develop a **growth mindset**.

Research has shown that mindsets can be changed relatively quickly and there are plenty of things that parents and families can do to help. Below are a few tips and ideas that can help promote a **growth mindset** in children.

Set high expectations for your child

It is commonly believed that lowering our expectations promotes self-esteem in children (e.g. "never mind, let's try an easier one"), but this is not the case. Having high expectations works like a self-fulfilling prophecy. It shows that you believe they can do it, which in turn has a positive impact on their own beliefs, behaviour and outcomes.

Encourage children to be resilient and not give up, even when they find something difficult or frustrating

We now know that the brain adapts to new information and practise by creating new connections, so help your child to believe that challenge is a positive thing because it means they are growing their brains! This can help them to be comfortable with the times that they struggle and means that they see this as a sign of learning.





Celebrate mistakes!

The fear of making mistakes and associated shame can stop children from giving something a go in the first place. We all make mistakes, so try to embrace these mistakes and use them as learning opportunities, rather than feeling embarrassed about them. If we are not making mistakes then we are not stretching ourselves.

Use inspirational role models

Think about your child's favourite athlete, musician or teacher and talk about their journey to success. We call this unravelling the talent myth. If someone has done well we have a tendency to think they were born that way. We need to show our children that this is not the case. Rather than focusing on somebody's 'natural talents', focus on their early efforts, strong work ethic, and the mistakes and learning that led them to where they are now.

Safety Message for all students

Please note: entry to the school site for students is via gate number 4 and is clearly marked 'Students' Entrance'.

Students **must not** enter or exit the school site via the lower gate number 7 (closest to Danson Park) and clearly marked 'Staff Car Park' & 'No pedestrian access'.

Thank you





At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one issue of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

How to Set up PARENTAL CONTROLS for APPS iPhone

Apple devices come with built-in apps already available: Mail, FaceTime and Safari, for example. However, you can choose which apps and features appear on your child's device and which ones don't. You can also manipulate the features in Game Centre to enhance your child's safety and privacy when playing games, as well as blocking iTunes or App Store purchases if you wish.



How to Restrict Built-in Apps/Features

- 1 Open Settings
- 2 Tap Screen Time
- 3 Tap Content & Privacy Restrictions
- 4 Tap Allowed Apps (you may need to toggle this to 'on' at the top)
- 5 Enable or disable the apps you wish to appear (or disappear) on your child's device

How to Restrict Game Centre

- 1 Open Settings
- 2 Tap Screen Time
- 3 Tap Content & Privacy Restrictions
- 4 Tap Content Restrictions (you may need to switch the toggle at the top to the 'on' position)
- 5 Scroll down to Game Centre
- 6 Choose between Allow, Don't Allow, or Allow with Friends Only in the settings for each feature

How to Restrict iTunes & App Store Purchases

- 1 Open Settings
- 2 Tap Screen Time
- 3 Tap Content & Privacy Restrictions
- 4 Tap iTunes & App Store Purchases
- 5 Select Allow or Don't Allow for each feature (you can also lock these settings with a password)





News items you may have missed

STEM and Medicine Career Experiences

Ages 12-18 | At UCL and around the UK



This term we are offering students aged 12-18 immersive weekend experiences in 13 different STEM and Medicine-related careers. **Learn from top doctors, engineers, psychologists, investment bankers and more. Students can attend in-person at UCL or online.** Other options include the Universities of Bristol, Birmingham, Manchester and Edinburgh.

We expect to be fully-booked for many of these programmes by September 30th. Students can click on any career below to see full details and register now.

Please forward this email to relevant students and parents so they can register. Please find a PDF of this email [here](#).

Medicine

Engineering

Psychology

Banking

All STEM



CHOOSE FROM 13 DIFFERENT CAREERS

All STEM & Medicine Programmes

Click on any career below to register for an experience that will supercharge your future.

Architecture: Use pioneering software to create 3D models

Cyber Security: Become a white hat hacker and pen-test a 'secure' system

Data Science: Use big data to salvage a business on the brink of collapse

Dentistry: Practise fillings and drill into decayed teeth

Engineering: Use AI to design the next autonomous vehicle

Forensic Science: Gather evidence, match fingerprints and analyse blood

Investment Banking: Build a winning portfolio and trade stocks live

Medicine: Read patient X-rays, ECGs and blood tests

Nursing: Watch a live wound care demonstration and try it out yourself

Psychology: Advise the police during a live hostage negotiation

Software Engineering: Discover the world of full-stack engineering

Vet: Experience a live veterinary surgery simulation

Video Game Designer: Build your own spellbinding game in Unity

28 BRAND NEW SUMMER EXPERIENCES





A 360-DEGREE EXPERIENCE OF YOUR DREAM CAREER

STEM Summer Experiences in London

For students who want the ultimate, 360-degree career experience of up to 15 days in London next summer, **use code SUMMER15 for 15% off for a limited time only.**

[View Programmes & Register Now](#)

Forthcoming Events

October

Thursday 21st ~ Last full school day for all students before half term

Friday 22nd to Monday 1st November Half Term (School closed to students)

Tuesday 2nd ~ First school day following Half Term (All student return to school)