

SPRING 2022 EDITION

BGS BUZZ



WE STAND
FOR
PEACE

WE STAND WITH UKRAINE

Message from the Editor

Welcome to the Spring edition of the BGS Buzz - as usual packed with exciting news and thought-provoking articles written by our fantastic team of reporters.

It is always such a pleasure to put this magazine together - I feel indeed a real buzz when I get to see all of the amazing events and opportunities our amazing members of staff offer to our students, from artistic to sporting endeavours, through science, literacy and fundraisers.

Thank you ever so much to everyone who contributed to this edition.

School Magazine Editor: Ms Contini

Reporters: Serena Anthony-Aloto, Simonne Appiah-Kubi, Donovan, Rachel Smith, Talya Cilek, Estefania De Silva Bigott, Megan Lisle, Christabel Masaba, Sam Bowles, Natalia Dziedzic.

Many thanks also to: Mr Asker, Jonah Kanalas, Mrs Chan, Mrs Rubbera, Mr Husbands, Mr Griffin, Emily Atkinson, Micheal Ato, Ahn Nguyen, Tara Kale, Mrs Belton-Owen, Ms Orchard, Miss Thurlow, Miss Fisher, Ms Lusted, Mia Millin, Miss Harrison, Mr Villazon, Omolade Paul-Taiwo, Gabriella Akanbi, Mr Otley, Miss Gabriel, Oliver Peetoom, Mrs Eacott, everyone in the PE Department, Mr Martin - apologies if I haven't missed out anybody!!

Message from the Headteacher

Welcome to the Easter edition of the BGS magazine. It will be published on 1st April as we finish the Spring term and head off for the Easter break. This coincides with the removal of most Covid restrictions in England, the end of free Covid testing and the end of isolation rules.

And this is how it feels in school as we break up - pretty much normal. We finish the Spring term with a dozen students isolating because of Covid and our attendance recovering to something close to normal for this time of year. In the last fortnight of the term the school hall, empty for so much of the past two years, has seen our Spring Concert, our House Showcase and the hosting of the Bexley Borough regional final of the Jack Petchey Speak Out Challenge (in which Emily Atkinson, Year 10, achieved second place - congratulations!).

The term has flown by as students in the upper school settle to some serious preparation for the examinations ahead of them, the first since 2019. On top of the daily teaching and learning, we've had the wonderful 'Mermaid' production, two Power days, Parents' Evenings, a multitude of sports fixtures (with some impressive successes), the Visual Arts Exhibition, and as mentioned above, the Spring Concert and the House Showcase. Participating in House activities continues to bring out the very best in our students, their courage, commitment and cooperation. It celebrates our exceptional student leadership and exemplifies the three elements of our school ethos: intellect, empathy and courage.

Although our customary overseas residential trips over the February half term break couldn't happen this year, plans are underway for restarting those trips next year, including a Ski Trip.

There has been so much additional activity, events such as World Book Day, that I haven't mentioned here; I would offend by errors of omission if I tried to list everything. The important fact remains that this has all been achieved, often by sheer determination, against the odds, against the backdrop of the pandemic. It has taken a lot out of us but we are so proud of what we have accomplished.

Thank you to every member of staff for your sustained commitment to our students through this busy term, particularly those students preparing for GCSE and IB examinations. Parents - thank you for your support this term, again, particularly those of you with children in the examination year groups where they are feeling the pressure. And to students - thank you, keep focused and build on your successes.

Finally, thank you to Ms Contini and her magazine team for editing this substantial publication. Please enjoy!

Happy Easter to everyone!

Mr Elphick.



Current affairs and issues

THE TALK OF TIKTOK



BY SIMONNE APPIAH-KUBI AND SERENA ANTHONY-ALOTO, YEAR 12

We all have heard of it. Many of us during lockdown were and still are users of it, from its addictive actions, dynamic dancers and viral catch phrases. Of course, we are talking about TikTok, the world's fastest growing social media platform.

If you haven't heard of it yet, TikTok is a social media application that allows users to create short video clips ranging from 15 seconds to 3 minutes in length. ByteDance, a Chinese technology company, launched the app in 2016. In a year, it attracted 100 million users in China and Thailand. As a result, in 2018, it acquired Musically, merged it into TikTok, and began TikTok's global expansion.

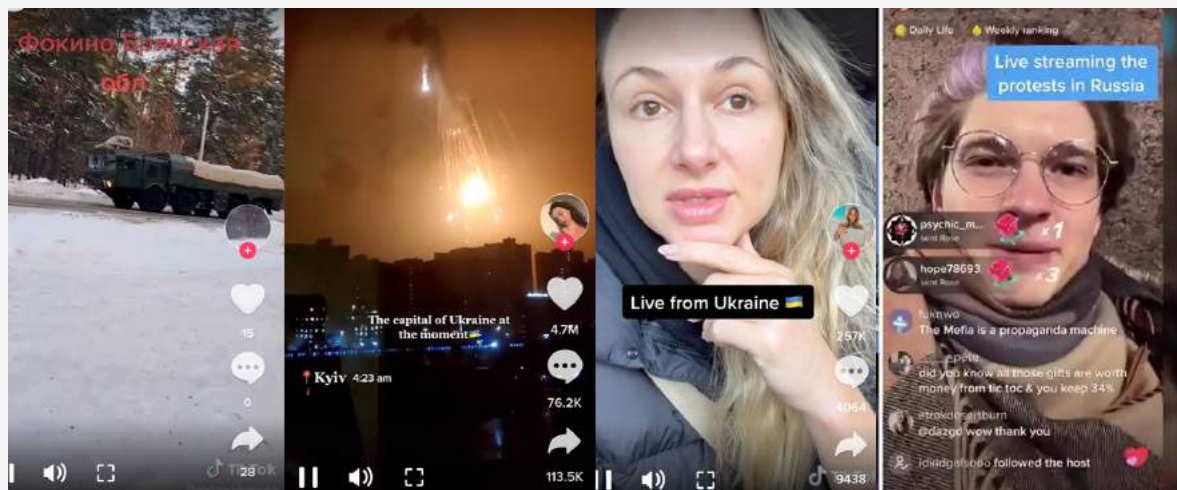
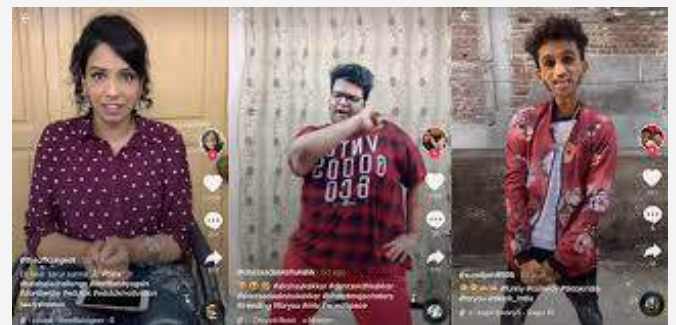
TikTok has had a significant impact on teenagers, adults and society as a whole - some positive and some negative.

Those who use TikTok, receive positive feedback, and have a large number of followers, have a positive sense of self-esteem and worth. If you can upload your content and it is well received by a large number of people, your self-esteem will rise making you feel more confident.

TikTok also helps build our social skills as you are constantly interacting with other users. You have the opportunity to communicate and converse with others, exchange ideas, and get to know each other better. The networks that have been created assist in finding and engaging with people who share similar interests, which could be useful.

One of our favourite things about TikTok is that it creates exposure, spreads awareness and educates us about situations that many of us are at first oblivious to, for example, the Black Lives Matter Movement, the Israel/Palestine conflict and the war between Ukraine and Russia. It explains important issues in simpler ways which makes it easy and accessible for anyone to share and spread. On the other hand, it can be argued that reducing such complex issues to very short videos that then go viral, has the potential to flatten complexities and give very watered down and simplistic accounts of these issues.

It is often argued that TikTok promotes negative comparisons. The same can be said for most social media platforms, but TikTok appears to be particularly prominent.



TikTok provides a brief video glimpse into the lives of people all over the world. It appears to be more personal and intimate with the video platform. TikTok videos frequently convey a false sense of reality.

The perceived reality conveyed by these videos is glamorised, fine-tuned, and enhanced.

If you compare your everyday life to someone else's glamorised highlight reel, you will most likely find yourself feeling inadequate, which will lower your self-esteem. On social media, very few people post mundane, everyday things. It's critical to keep this distinction in mind when watching TikTok videos.

TikTok has a good side and a bad one, depending on your personal view. What doesn't change, however, is the fact that it has brought a big impact in the social world. It has captured the minds of the young and continues to change their lives.

IMAGINE A GENDER EQUAL WORLD.



BY CHRISTABEL MASABA, YEAR 12

International Women's Day - shortened to IWD is a global day dedicated to celebrating the socioeconomic, political and cultural achievements of women.

In 1908, oppression and inequality for women drove them to be more vocal in their campaign for change - 15,000 women marched through New York City demanding shorter hours, better pay and voting rights - the first ever Women's day was the following year!

In 1910 the German women's right activist Carla Zetkin proposed an international day to celebrate women at the International Conference of Working Women in Copenhagen. On that day, 100 women from 17 different countries unanimously agreed on this, and International Women's day was born. On March 19th the next year, Austria, Denmark, Germany and Switzerland celebrated the first international women's day. The official day for International Women's day however, was not decided until 7 years later.

In 1917, 90,000 women workers went on strike demanding for “peace and bread” in the Russian Revolution. The strike began on 8th March, now the official day for IWD. This would make this year’s IWD the 111th anniversary, but the day was officially recognised by the UN in 1975, so this year is the 47th anniversary.

The UN has said the theme this year is “gender equality today for a sustainable tomorrow”, meaning gender equality in context to the current climate crisis. Women have largely led the actions moving our world to a more sustainable future, as around the world women are typically given the responsibility of providing food, water, and fuel for heating and cooking - which has become increasingly difficult. This year emphasises the importance of women in decision making in regards to climate change, so that we can move towards a sustainable and equal future.

The IWD colours are purple, white and green which originate from the Women’s Social and Political Union (WSPU) in the UK, founded in 1908. As a school, we wore purple clothing - representing dignity and justice. Additionally our school’s Senior Prefect Team created a presentation about some of the inspirational women of today - including Simon Biles, AOC, Sonia Sotomayor, Sarah Gilbert, Kalpana Chawla and many more - focusing on how they have lead change to a more equal world in their spheres of influence.



THE REALITY OF LIVING WITH COVID-19.



BY RACHEL SMITH, YEAR 12

After two gruelling years of living our lives dictated by a virus, it came to an end on a random Monday in mid February after an announcement from the Prime Minister Boris Johnson. Many of us may have felt relieved about the prospect of returning to 'normal', excited that we could get on and move forward with our lives or worried about the uncertainty of the future in terms of his plan. So what does it really mean to be 'living with Covid'?

The current situation in England as of the 20th March 2022, just days before the two year anniversary of the original lockdown announcement, is that there are very little set regulations. One must-have rule is to wear a mask in hospitals/ care homes/ GP surgeries, as many of the most vulnerable are situated here. Masks are no longer needed anywhere else despite being an important preventative measure over the last 2 years. Additionally, there is advice to stay at home and not see others for 5 days after testing positive for Covid-19- but it is not a legal requirement. From the start of next month, lateral flow tests which have been relied upon in schools, workplaces and entertainment venues will only be able to be bought at pharmacists (except for specific groups who can continue to get them free). With these massive changes due to the enormous vaccination rollout comes a range of emotions and questions, not all of which have an answer.

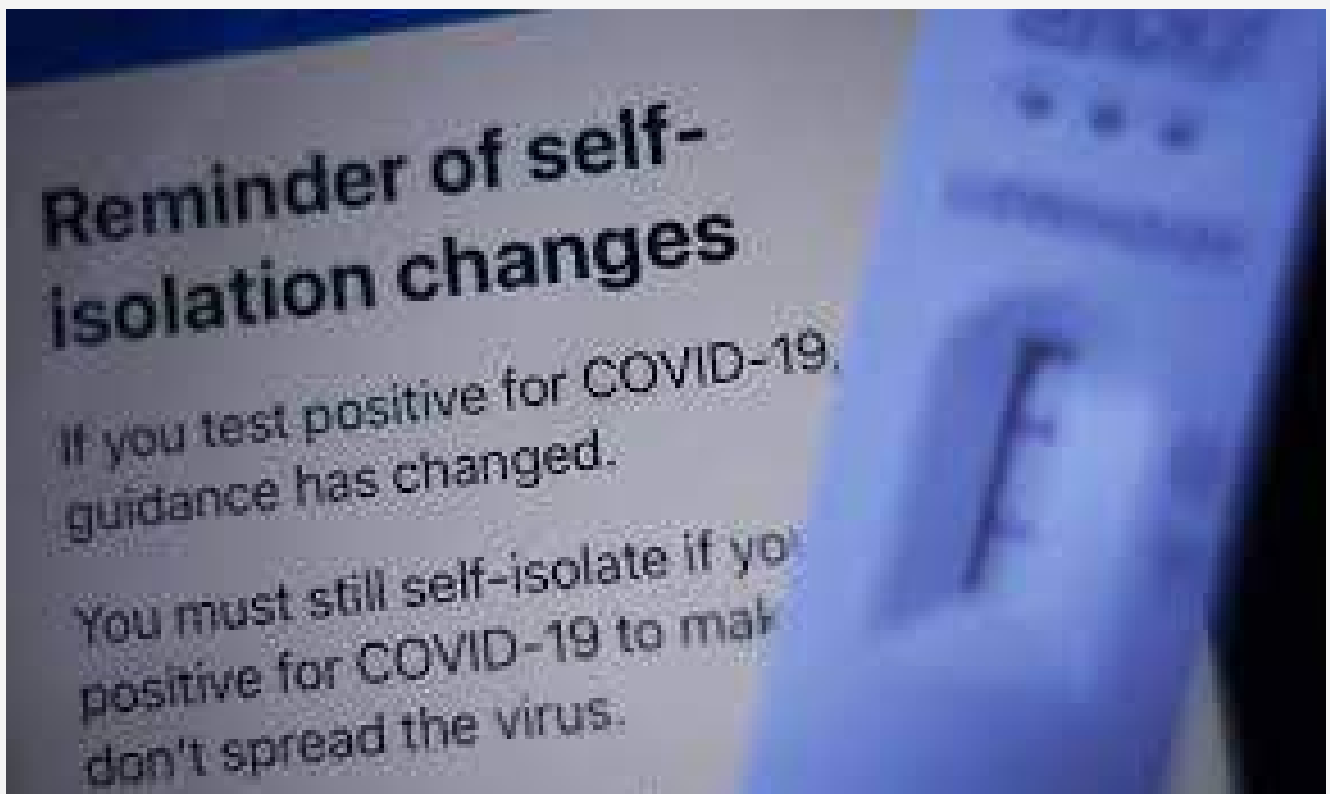
Due to this, 'Living with Covid' is both a thrilling and terrifying prospect. The exhilaration of being able to freely see friends and family, not having to panic when you forget a mask, enjoying days out that could not be had in lockdowns.

But there's another side. The side where there are butterflies in your stomach as someone walks past that could be positive, while your vulnerable parent is sitting at home; the guilt that you're not doing enough anymore to protect yourselves and others; the worry that there is always this unpredictability in life, and lockdown could strike at any given moment.

With the butterflies also comes a moral quandary: if I am positive, should I isolate? So many of us will struggle to come to a conclusion about what we should do. Everyone has their own opinions: some will go about their business as normal while others stress over what they believe could be a life-changing decision. This new form of reality adds more stressors to people's lives that are not needed!

With both good and bad bits, learning to 'Live with Covid' is a journey that just has to be followed day by day. Covid-19 is showing us once again that the future is unpredictable and plans can change, so in life we just have to go with it.

And so, that is the biggest lesson this 'era' has taught us.



HIDDEN IN PLAIN SIGHT.



BY SAM BOWLES, YEAR 12

"To cut out the *T* is to kill", powerful words from award-winning writer Russell T Davies when accepting an award from Attitude magazine for his groundbreaking series *It's a Sin* (2021). Referring to the outright transphobic 'LGB Alliance' (a charity set up to "uplift LGB voices" while also silencing/ridiculing trans voices), he goes on to describe how the LGBTQ+ community has greatly benefited from the tireless work of trans people. Russell T Davies is also known for his other monumental TV series including, but not limited to, *Queer as Folk* (1999), *Cucumber* (2015), the *Doctor Who* revival in 2005, and *Years and Years* (2019) which have all had a lasting impact in how LGBT people are represented on screen. *Queer as Folk* was one of the first major British TV programs to show distinctly queer stories about queer characters without using potentially harmful stereotypes and reviewed plenty of praise (and criticism) upon its release. The show's meaningful impact spread much further than just opening the doors to wider representation. For thousands of (mostly suppressed or 'closeted') LGBT youth across the country, this was the first time they felt truly recognised on TV. These young people could finally start to understand the complexities that make them who they are without the fear that they would be completely shunned. No change happens overnight, however. There were still many hurdles that needed to be overcome.

When discussing LGBT history, the infamous Section 28 comes to mind as something that, without a doubt, set the UK back decades. For those who don't know, section 28 was a legislative designation for a series of laws that prohibited the 'promotion of homosexuality' by local authorities, put in place by Thatcher's conservative government from 1988 to 2003. For 15 years libraries, schools and other public places for information couldn't so much as mention the word 'gay' without facing severe punishment. I could go on about the devastating political impacts of section 28 and I'm sure I don't have to explain why the legislation was completely baseless, cruel and ultimately devastating to communities across the country, but I'd rather focus on the contemporary LGBT youth. The same youth who most likely faced horrific acts of discrimination from family members and others, were now being ostracised by their own government. Among this HIV/AIDS in the UK was still (and at times still is) being practically blamed on the LGBT community which has left a very cruel impression on society as a whole. Even in 2022 micro-aggressions specifically relating to AIDS and LGBT people are still being thrown around. In 2017 the number of reported LGBT hate crimes was a disgraceful 8,569 in the UK. In a period of less than 4 years that number had risen to 17,135 - that's just under double the amount. I know for a fact that not all hate crimes are reported which means that those numbers are shockingly higher.

These statistics and issues may go practically unnoticed, but there are millions of people across the UK who see all of this and are watching very closely. These are the people we walk past on the street, see in school at work or on the bus. These are the people who don't make themselves known out of fear that who they are might not be accepted. They are hidden in plain sight - just as they have been throughout all of history. It is our responsibility as those in places of privilege, whether that be our sexuality, race, gender or class, to make sure that we show those in fear and hiding that there is a future for them, a bright one. It's far from an easy process, unlearning unconscious bias, fighting dominant ideologies and protesting for what's right. It is no simple feat but it's gone on for far too long. More needs to be done and done now.

For more information on how to help search for the Stonewall.com or any other LGBT charity/organisation

Box 5

Section 28 of the 1988 Local Government Act stated:

'A Local Authority shall not:

- (a) intentionally promote homosexuality or publish material with the intention of promoting homosexuality;
 - (b) promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship.
- Nothing above shall be taken to prohibit the doing of anything for the purpose of treating or preventing the spread of disease'.
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THE LEGALITY OF TRANS-EXCLUSIONARY SINGLE-SEX SPACES.

BY DONOVAN, YEAR 12



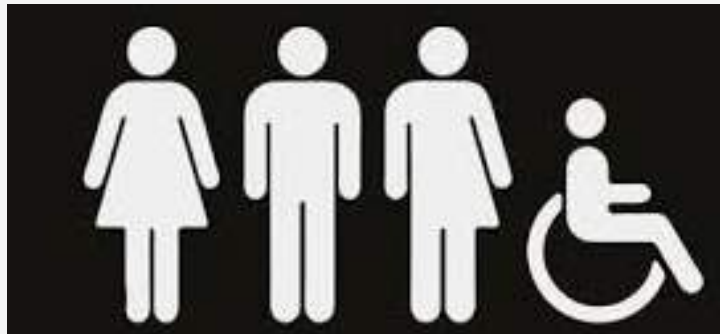
As we head further into the future, inclusivity and acceptance are fast becoming mainstream, late 2021 seeing the legalisation of same-sex marriage in Switzerland and the declaration of conversion therapy for LGBT individuals in Canada as a criminal offence for example. So how can it be that in such a seemingly “forward-thinking” world there is still such hostility towards the rights of transgender people in the UK?

Thursday 10th of February 2022 saw widespread backlash against the Equality and Human Rights Commission (EHRC), as alleged unpublished guidance drawn up by their council that purports to advise businesses across the UK to restrain transgender people from using single-sex spaces such as bathrooms and changing rooms emerged.

Adhering to this draft, organisations would allow only transgender people who own a Gender Recognition Certificate (GRC) upon their person into single-sex spaces. A GRC is notoriously difficult to acquire, with just an estimated one percent of all transgender people possessing one, and this is no surprise when looking at the requirements - applicants for a GRC must suffer through numerous compulsory evaluations regarding both their psychiatric and medical details, having to provide “proof” of their gender before being legally recognised.

Many have criticised this proposed legislation as being cruel, as restricting an individual's access to a bathroom unless they carry hard to acquire documentation is practically akin to requiring someone to display their passport to enter a corner shop. Furthermore, it has recently been brought to debate as to whether or not such a bill would even be considered legal under current UK law.

The reasons for the seeming illegality of such a legislation falls under the 2010 Equality Act, which protects any individual who does not identify with their assigned gender at birth, regardless as to whether or not they own a GRC, thus any insistence on the requirement of a GRC to enter single-sex spaces would have no legal premise, being seen as contrary to the Equal rights act as it discriminates against a person due to their gender identity.



A legal representative from UK transgender charity Mermaids, Lui Asquith believes that this push towards further restrictions against the rights of transgender people in the UK has been influenced by the recent discourse surrounding trans lives, and fears the restraint that have been imposed by the government “just through a manifestation of their anxiety”

“It’s incredibly sad,” they said, “This isn’t just about it being unlawful, this is about a potential action that is deeply, deeply disturbing and traumatic.” They call for people to “put aside the technicalities” and consider that fundamentally this is a conversation about basic human dignity. “We’re dealing with a scenario that would create nothing but indignity for trans individuals and it’s just deeply upsetting”

Asquith’s views are echoed by barrister Jolyon Maugham, who expressed his doubt over the effectiveness of the EHRC in recent years, stating “ it is no longer a human rights institution. We think it is now a tool, it’s a political branch of government. So the label no longer reflects the contents.”

Earlier in January of 2022, the EHRC was once again under fire for their opinions regarding the government’s proposed ban on conversion therapy, claiming that such a ban ought to be delayed so that more research would be conducted, as well as being criticised for their previous attempts to prevent Scotland from reforming its gender recognition laws to be kinder towards transgender individuals.

Overall, it is plain to see that unfortunately the current climate is a hazardous one for transgender people across the United Kingdom, but it is important to remember that even in this political environment there will always be people to stand against discrimination: if there is a struggle, progress is sure to follow.



News from
departments

STEM NEWS



by Ms Lusted -STEM Coordinator

HIGHLIGHTS

OLIVER PEETOOM'S OXFORD JOURNEY

SCIENCE WEEK

THE WONDERSTRUCK ROCKET SHOW

POWER DAY 2 - STEM DAY

STEM is more than just gaining knowledge in Science Technology Engineering and Maths, it is also a way of thinking and a way of doing. It includes creative and flexible problem solving, working effectively within a team and making links between subjects.



At Bexley Grammar School we understand how these key skills help to shape our students into capable, practical and confident learners. Developing a foundation that will enable them to succeed in a wide variety of STEM fields. It is well-documented that there is a shortfall of STEM specialists in some areas, such as engineering, and here at BGS we are taking proactive steps to tackle that issue for future generations. We have developed an integrated approach where STEM skills are incorporated into lessons and also explicitly developed through extracurricular activities and whole year group events. There is the House STEM competition as well as a whole school STEM Power Day. These events allow the students to work with industry specialists from a wide range of STEM disciplines who come in and run workshops/judge competitions/give career talks and generally inspire and motivate the students. Over the years we have developed ongoing links with RIBA, the NHS, Public Health England, Glasgow University Quantum Physics Department and the Police Technologies Programme.

Every student at BGS will study at least one science subject in sixth form for the IB diploma and around 120 (⅔ of the year group) will go on to study a STEM subject at university. For example, for the 2021 cohort, 27 students went on to do a biology related course (including 6 taking medicine) and a further 15 went on to study physics or engineering courses.

Here is Oliver Peetoom (Year 13) who has just accepted an offer to read Biology at Oxford:

My Oxford Journey



On January 11th this year, I received my formal offer to read biology at Jesus College, Oxford. This single email was the culmination of a year's worth of effort, both independent but notably with the higher universities support staff.

Choosing to read biology was the product of long and severe deliberation; from just a base of higher biology and chemistry, numerous options were present, ranging from medicine and veterinary sciences to biochemistry and chemical engineering. However, I settled on pure biology as my interests lay primarily in evolutionary biology and have a passion for macrobiology's more live, active aspects. After deciding on the course, advice and guidance from the biology department gave direction on super curricular activities, which would fortify my application and demonstrate my passion for the subject. These included virtual lectures and online university courses on paleozoology to provide crucial evidence for drafting my personal statement.

For months before I even began writing my personal statement, I attended a group hosted by Ms Stoddard for students aiming for Oxbridge and other Russell Group university placements. Her side of this process was more about the specific rigours of applying, not as subject-specific. The support she offered was for the challenges arising from the application processes such as interview practice for those who needed it (including myself), advice and specialised checks for personal statements and arranged virtual meetings with former students now attending Oxford to give a more intimate understanding of it all. Her consistent support, alongside aid from Mrs Caley-Gardiner, made the early application deadlines feel far more manageable and offered connections to other staff, like Mr Morris. He could help improve the personal statement with their unique insights.

Overall, the process was naturally stressful though I could not be more content with the result. With all going well, I will receive the necessary grades from my IB course and take my place at Jesus College in October. I couldn't be more grateful for all the support I have received in this process, and it has been effective in getting me where I need to be.

Extracurricular STEM provision at BGS:

Key Stage 3

At Key Stage 3 we have a wide range of extracurricular clubs that fall under the remit of STEM. These range from chemistry club, to robotics, to coding to building skateboards.

Key Stage 4

As students get older their STEM activities become more self-directed. In the Engineering Club students are able to complete projects of their own design. These have varied massively over the years from computer science projects to woodwork design and builds. Some of these students will use these projects as the basis for an application for the Arkwright Scholarship which is completed at the start of Year 11. We have had successful Arkwright Scholars every year for the past four years and we hope to continue to grow this impressive record.

Key Stage 5

By the sixth form students are running their own clubs with little input from staff. These societies reflect the high level of ambition of BGS students as well as their motivation to develop their own experiences while supporting their peers. The Medicine Society and the Senior Science Society both meet regularly as well as sharing the extra-curricular work they are doing at home. In addition to these, there are currently a number of national programmes that BGS students are involved in, such as the Quantum Ambassador's Programme and an Inverclyde programme called 'Empowering Young Women in STEM'.

Science Week

PLast week BGS celebrated British Science Week with some amazing activities in school.

Year 7 completed a cross curricular challenge in their DT lessons to design a lab coat with a theme about food waste. This is part of a national competition run by the Bayer Lab and we look forward to selecting and sending off our favourites in the coming days.

Year 8 took part in the marine engineering workshop that we were very happy to welcome back in person after running it virtually last year.

“We enjoyed the workshop as we learnt a lot of science. We also did loads of experiments and practicals which were very fun. Our favourite experiment was the one with the plasticine. This is because I thought it was interesting that the same object with the same mass would sink if it was in a cube, however if it was made into a boat shape it would float. And you could even add a number of marbles to the object and it would still float.”

Liam and Sid 8PDH



Both Key stage 4 and Key Stage 5 teaching groups took part in a competition to broaden the scope of their scientific knowledge and also develop literacy and communication skills in the process. Students were asked to read an article or watch a documentary of their choice and write a review. It has been fascinating to see the areas of science that interest them.



A huge variety of science documentaries were enjoyed and the year 12s now have a much better understanding of how to research and access academic journals and papers. Here are a few of my favourite reviews so far:

Review of Humpback whales interfering when mammal-eating killer whales attack other species: Mobbing behaviour and interspecific altruism?

By Jonathan Welfare Year 12

Links to article :

<https://onlinelibrary.wiley.com/doi/10.1111/mms.12343>

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[https://www.scienceopen.com/document?](https://www.scienceopen.com/document?vid=62a2aa9e-39f5-4e0f-8f9d-1a472756a876)

[vid=62a2aa9e-39f5-4e0f-8f9d-1a472756a876](https://www.scienceopen.com/document?vid=62a2aa9e-39f5-4e0f-8f9d-1a472756a876)



This article discusses the phenomenon of Humpback whales interfering with and possibly attempting to prevent the predation of killer whales on other marine species, some of which were also humpbacks but the majority of which were other cetaceans, pinnipeds and a few species of fish.

One of the first distinctions the paper seeks to make is separating killer whales into 2 ecotypes : mammal-eating killer whales (MEKWs) and fish-eating killer whales (FEKWs). I think that this is very important as the vast majority of interactions between the 2 species the paper is centred around involve MEKWs and there are very few instances of aggression between the 2 species when there are FEKWs involved instead of their mammal-eating counterparts with 1 observer even stating that the humpbacks and FEKWs travelled together for a short distance.

The main conclusion the paper aims to draw is that humpback whales will respond to MEKW vocalisations during a hunt and quite often will go to investigate what is happening. The paper hastily brushes away the idea that the humpbacks were participating in the kill as in spite of several eyewitnesses saying they observed the humpbacks hitting the prey (in most cases pinnipeds) with their flippers or flukes, the paper proposes that either they didn't actually make contact with the prey (which was on at least 1 occasion already dead), did make contact but it was unintentional or were actually attempting to hit the MEKWs as one observer (who saw MEKWs chasing a Steller sea lion) saw the humpback appear to try to slice at the sea lion with its pectoral fins but it was seemingly too late with each swipe. The paper suggests that this was not in fact the humpback being unable to hit the sea lion but actually slashing at the chasing MEKWs.

I believe that the evidence collected by the paper is reliable as it was made over 62 years by over 50 different observers. However as the paper concedes early on, it is impossible for us to know how interactions between MEKWs and humpbacks would play out naturally as due to mass whaling, very few living people ever saw a world where the numbers of whales in the oceans weren't depleted and it is possible that more MEKWs preyed on whales in the past but due to a lack of prey were forced to move to a new food source.

Overall, the paper fails to convincingly portray interspecific altruism as it suggests in the title due to the fact that the evidence presents the idea that humpbacks investigating MEKW vocalisations is due to a fight or flight response (humpbacks are widely considered to be too big and slow to flee so are considered to be a fight species) and not altruism. I believe this as while, when the species being attacked was a humpback (or another cetacean) the humpbacks would vigorously attempt to prevent the kill but when it was a pinniped or other species then the humpbacks were less enthusiastic, often being perceived as more curious than aggressive and hung back on the edge of the action, only occasionally getting involved. Observers also saw male humpbacks escorting females with calves on their migrations being just as protective of calves as the mothers when MEKWs threatened the safety of the calf, but it is theorised that the escorting whales are waiting for the female to enter the breeding season again. However, it is indisputable that humpbacks do seek out and interfere with MEKW hunts so while it may not be complete interspecific altruism, to some extent, they can be seen as helping other organisms with no gain for themselves.

In conclusion, I enjoyed reading this paper and would recommend it to anyone with an interest in zoology, marine biology, animal behaviour, or who just likes whales. This has broadened my understanding of both humpback and killer whales and serves to further our knowledge about cetaceans in order to reduce the belief that they are merely large, unfeeling creatures and cement in the public mentality that these organisms are capable of reasonably complex thought and feeling and they should be treated as such.

Time perception, immersion and music in video games

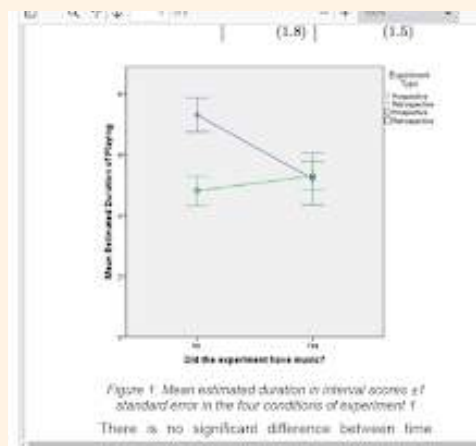
By George Kirby Year 12



In this article, the aim is to explore how time perception is affected by video games and more specifically how music affects time perception. The article concludes that time perception is affected by videogames and that music also has an effect on time perception as music is likely to increase immersion in the video game. However, the article acknowledges that this is a very complex topic and so more research would be needed to confirm their findings and expand on their theory.

The main evidence presented was the experimental data gathered by the researchers, where a simple maze video game was used with or without music and participants were asked how long they felt they had been playing for. They also filled out a survey on how engaging and immersive they found the game. I think that these results are a good indication of how our time perception is altered when we play video games, however there are too many factors to be able to say for sure.

This article is relevant to me personally because I play a lot of video games, and I think that it is interesting to see how much music affects your immersion in a game. The evidence shown by this article has made me start to use my own music for games that I want to be immersed in instead of listening to their music. This is because the article shows that you are more likely to be immersed if you are listening to music that you enjoy rather than music that you don't like, which can actually increase the amount of time you feel like you are spending.



Asteroids: A new El Dorado in space?

By Kieran Burns Year 10



This documentary describes the viability of mining asteroids for precious metals like gold and aluminium.

Our planet is becoming more and more depleted in resources, so people have begun to look for alternatives to gather rare metals: Asteroids.

Even though asteroids appear to simply be rock, denser metals tend to be located nearer to the centre. Many of these asteroids are rich fragments of planets destroyed, and the metals contained on one a few kilometres wide could be more than has been extracted from Earth ever.

The documentary proposes catching asteroids as they get caught in nearby planets' orbits, giving a reasonable window of a few weeks or months to extract a large amount of material.

This would allow for a massive quality of life increase globally as previously expensive resources become significantly cheaper. However, there is a steep development curve and the sector requires an insane amount of funding.

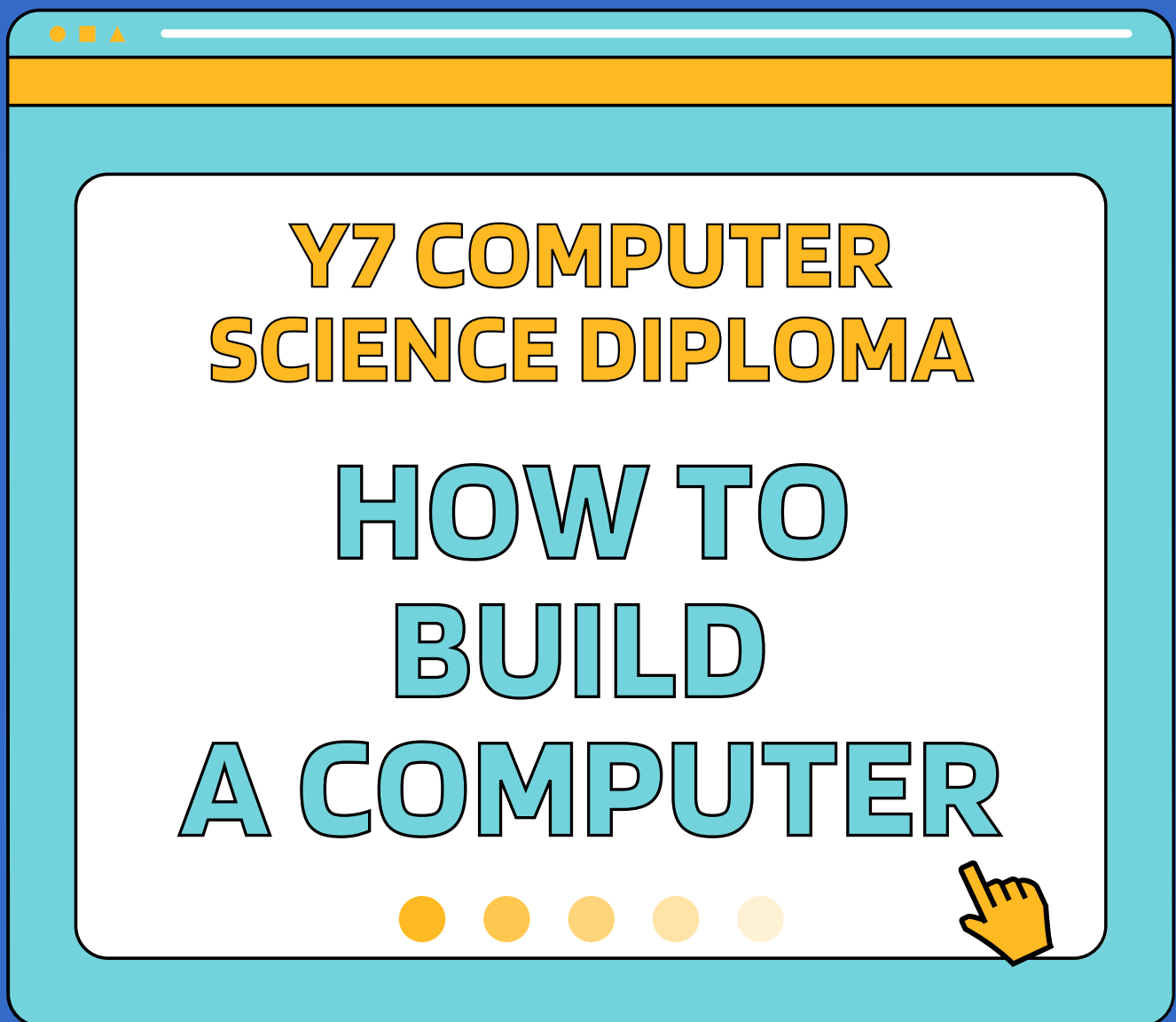
All in all, this documentary proved quite interesting and I enjoyed watching it. I would recommend it to anyone.

WONDERSTRUCK PRESENTS... THE WONDERSTRUCK ROCKET SHOW

The big event of the week, however, was the Wonderstruck Rocket Show which took place in the hall four times throughout the day. Years 7 - 10 all attended and were wonder struck with all the rockets, explosions and science on display. A huge thank you to the Parents Association who raised the funds to pay for this event and also to Mr Elphick for trusting that the fire alarms would not be set off!

Here are a few images but please see the website where a STEM page is under construction at the moment and videos from the day will be appearing shortly.





The Year 7 computer science diploma this year was entitled "Build a computer without building a computer." Students could use any materials to create a model of a computer - real or virtual - and then wrote a report explaining what all the different components were. The results were fantastic and a fraction of them are shown here. There were models made from cardboard, clay, Hama beads, Lego, pipe cleaners and even several computer cakes. Some of the models included working fans, lights, and buttons. There was a recreation of a 1960s NASA console - complete with a rotating drum to simulate the scrolling display. Another used conductive paint to create two touchpads that either displayed "beep" or "boop" on a tissue paper screen, using a mini display projector hidden inside the box. All the students worked very hard on their models and really stretched their creativity. We were absolutely delighted with the results.



Show racism the red card!



Show Racism the Red Card (SRtRC) is the UK's leading anti-racism educational charity. It was established in January 1996, thanks in part to a donation by then Newcastle United goalkeeper Shaka Hislop.

In 1990s Newcastle, Shaka was at a petrol station near St James Park when he was confronted with a group of young people shouting racist abuse at him. After one of the group realised that they had been shouting at Shaka Hislop, the Newcastle United football player, they came over to ask for an autograph.....

It was from this experience that Shaka realised he could harness his status as a professional player to make a difference. Coupled with the power of football and his status as a role model, Shaka thought education could be an effective strategy in challenging racism in society.

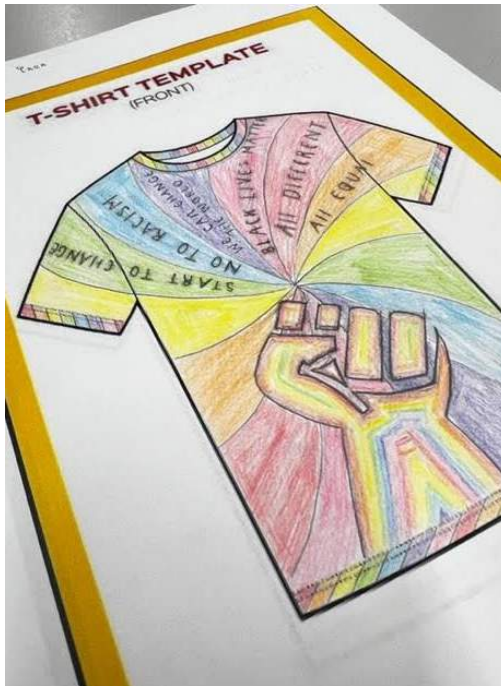


The Show Racism the Red Card (SRtRC) School Competition was open to young pupils of all ages and abilities and is a great follow-on activity from real world to educational work about racism. DT want to encourage pupils to think about racism and produce their own work about this issue through clear communication. Pupils were asked to produce work in any medium – design, creative writing, song, film and TeeShirt Printing and design.

Year 9s spent 2 lessons thinking about the issues and then submitted their ideas which will be made into prototypes in the summer term

Show racism the red card!

Y E A R N I N E W I N N E R S



Show racism the red card!



Toby drew the winning design freehand in the lesson, anybody who has met this pupil will know that he is beyond talented... Looking forward to seeing this printed on fabric...



In addition to the t-shirts, we submitted 2 prototype skateboards into the competition. These were painted by the super talented Mia Millin in year 9 at the speed of light.

The amazing news is that Mia won an award for this competition! In her own words:

"For the competition, I designed two mini skateboards around the theme of 'show racism the red card' in the art category! I did one board with a painting of George Floyd and one of Colin Kaepernick in acrylic. I really enjoyed the vagueness of the brief as it left a lot of room for creativity and I ended up with some really cool looking boards!"



Designing with Yinka Ilori



Bexley Grammar School entered this national competition in March with established designer Yinka Ilori. We decided to work in wood and fabric, using 2 of the briefs that were set...

Story Telling and Play...
Celine and Jessica in Year 9 created these detailed prototype boards based on the brief written by the craft council. The same images were used to create a clothing line for young skaters.



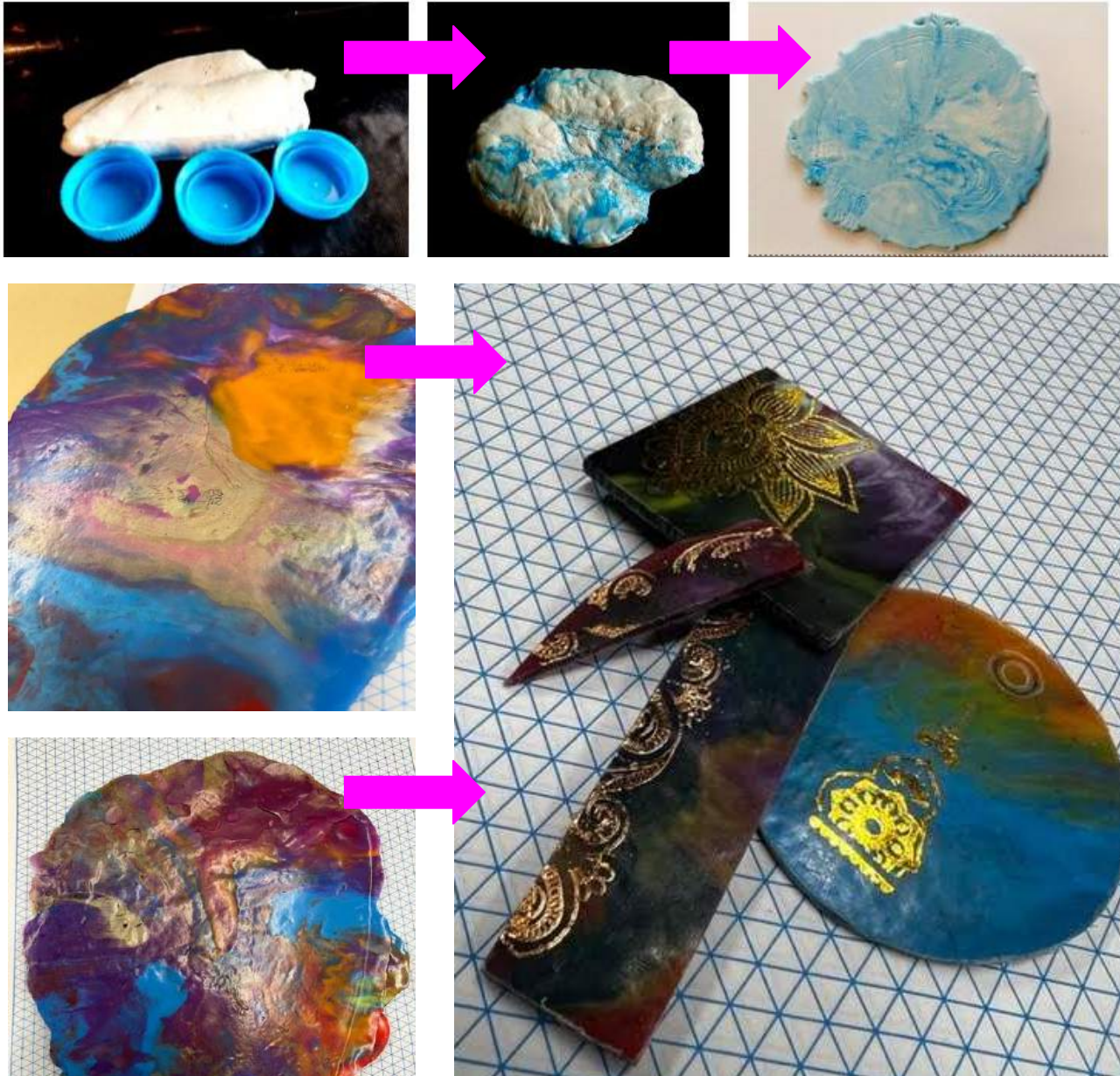
FOLLOW US ON
Instagram

bexleygrammardt

design and technology news

Year Nine have been working on ideas to recycle the bottle caps that BGS families have been donating. We collect, reclean, melt, design and shape the plastic making jewellery, badges and even clocks....follow us on instagram to see our finished pieces in the next few weeks.

[bexleygrammardt](#)



BOTTLE IT UP!

English Department

Highlights

World Book Day

Senior book club

**Creative writing
club**

**Jack Petchey
"Speak Out"
Challenge**

by Estefania Da Silva Bigott



Returning to school after such an abnormal time has been a daunting task every student has had to go through. Summer might be some time away, but for now, people of all years are keeping themselves busy with homework, revision, projects and the many extracurriculars BGS has to offer! The English Department has been bustling this year, running Senior Book Club, Creative Writing Club and more recently, World Book Day and Jack Petchey.

Jack Petchey "Speak Out" Challenge:

English prefects Georgia Holman and Max Armstrong-Moulinie were part of the judging panel for the school final of the Jack Petchey "Speak Out" competition. They were amazed by the sheer talent and confidence of all the speakers: from topics of family and money to cereal and British food! It was really a challenge to deliberate with Mr Griffin and Mr Powell to get a final winner, but in the end Michael Ato won it with his fabulous take on our wasting of money; a truly engaging and charismatic speaker and we wish him all the best in the regional final!

Here is what the winner, Michael Ato and the runners up, Emily Atkinson and Ahn Nguyen had to say:

Friday the 25th of March marked Bexley Grammar schools Jack Petchey Speak Out competition final. Eleven finalists from across year 10 performed eleven fantastic speeches about a range of topics. I'm so thankful to have been amongst these brilliant individuals and even more thankful to have won!

My topic of choice was wasting money, although I'm sure depending on who you ask they'll tell you it was carpet underlay.

I highlighted how our country leaders are wasting money and missing out on clear opportunities to invest in the students of Britain and as a result the future of Britain. This being a highly discussed topic, I opted to peak the audience's attention with a more flippant topic - my pièce de résistance: carpet underlay. I was a little nervous coming up to speak. But after watching all the prior speakers absolutely smash it, I knew I had to go up and do them proud like they did me.

I'd like to thank everybody involved: the other speakers who all spoke so brilliant especially the runners up Anh and Emily; Mr Husbands for all his hard work behind the scenes and for all his hard work to come; the judges who had such a difficult decision to make due to the sheer number of brilliant speeches. Finally, I hope everyone who has an opportunity to take part in something of this nature, takes this opportunity - most notably the year 9s who will be doing it all too soon.

*Thanks,
Michael Ato*



On Friday 25th of March, I took part in the Jack Petchey 'Speak Out' challenge school final. It was an amazing opportunity and I am so grateful that I was able to be a part of it as I gained so much confidence and learned the useful art of public speaking.

The topic of my speech was periods, however I focused on menstrual taboos and their harmful effect on how women view their periods. Instead of seeing their period as a normal thing, menstrual taboos/stigmas teach women that periods are embarrassing and gross; I wanted to challenge my peers to break down these stigmas so that women and girls can feel empowered by their periods. I was extremely nervous to deliver my speech especially because it was to over 120 boys! Yet, I soon realised that in order to achieve what I wanted to with my speech I needed to face my fear and smash it! Consequently I came in second place and I was extremely proud of myself for conquering a new fear but I was especially proud of myself because I had inspired people. I had girls and even teachers come up to me after and say to me that they felt empowered by my speech and that to me was all I could have ever asked for!

I would like to thank the judges and wonderful audience who made the competition what it was and I would like to say an extra special thank you to Mr Husbands as without him this event would not have been possible. Finally, a massive good luck to the winner Michael for the regional final, you've got this!!

*Thank you,
Emily Atkinson*

It was a unique opportunity for me, I believe I've learned a lot from it and I am thankful to have taken part.

My topic was British food, leading to a tangent of eating healthily. What started as a joke topic had to be twisted into a meaningful speech which I managed to do with some stretched transitions into diets, obesity and nutrition. I talked about British food and how I think it's bland. I also discussed my experience of moving to Britain and seeing the difference in cultures myself. Throwing these topics together with some jokes and false confidence I was surprisingly able to piece together a fairly cohesive speech, one starting with British food. I'm even more astounded that I was able to finish in 3rd place while telling some 150-200 British students about why their food is underwhelming. I may have not won the competition, but I'm glad I was able to deliver an entertaining speech to my peers regardless.

I'd like to thank Mr Husbands firstly for organising everything, even on his tight schedule which really meant us finalists hit the ground running. He was quite helpful and supportive nevertheless. I'd like to thank the other speakers for participating, all of them performed brilliantly and I'd hope they are all proud of themselves for mustering the confidence to speak in front of so many of their friends and fellow students. I'd also like to thank the judges. Even I, as one of the finalists, could tell how difficult it must have been to narrow all the amazing speeches to a top 3. Lastly, congratulations and best of luck to our representative winner, Michael. I know he'll perform to the best of his ability and make the rest of us proud.

*Thanks,
Anh Nguyen*

World Book Day

On the other hand, our World Book Day event was an absolute success. Younger years left us astounded with their sensational outfits and enthusiasm. Some worthy mentions involve, of course, Miss Trunchbull, ET, the three musketeers and whoever this youngster with the wings is, because dang - that's impressive.



"It was a wonderful opportunity to cherish the fabulous works of writers from around the world. Dressing up as the characters also helped students' imaginations model modern literature and thinking."

- Alex (Year 12)



Though the World Book Day spirit wasn't as vigorous among the Year 12s, we still had a great time!

Creative Writing club has been quite the experience. Unlike what we thought, the kids were very lively and involved. Whether they had a presentation or a Pinterest writing prompt, they never lacked to come up with their next big idea (from spies to volcanic goddesses, diabolical Santa Clauses and astronauts!). I've especially enjoyed working with Omolade Paul-Taiwo from Year 8, who's definitely making it as a famous writer if he chooses to go down that road. But overall, all the kids have been incredible and exceptionally talented in their own way.

I would also like to thank all our English teachers. Specifically, Ms Adeaga and Mr Griffin who have been with us in every step of the way planning all of these events. And Mr Husbands too, who never fails to make us laugh.



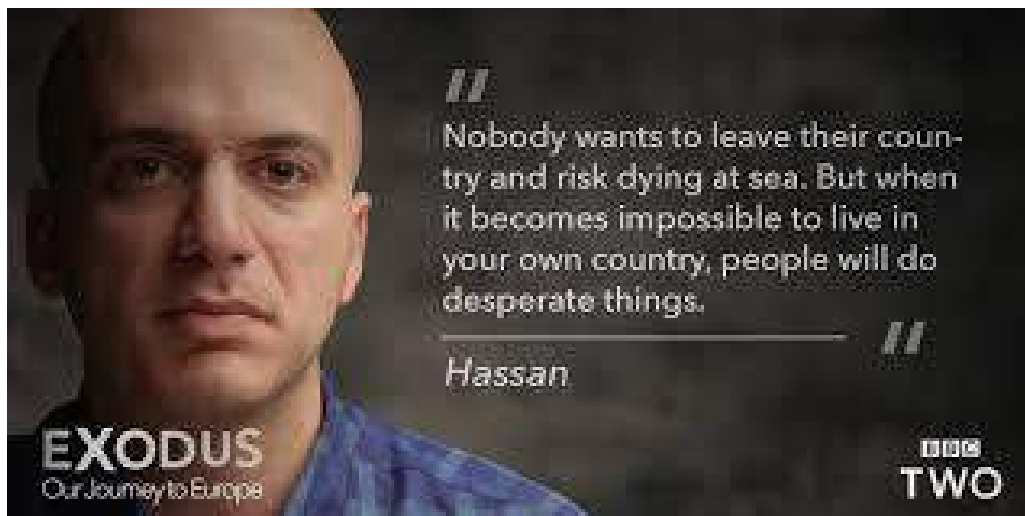
FBCS NEWS

Year 8: Human rights and Democracy

BY Omolade Paul-Taiwo and Gabriella Akanbi, 8ARM

From January onwards, during our FBCS lessons, we have been taught about the topic of human rights and democracy, with particular focus on asylum seekers and refugees. Even before January, we had started with the history of human rights, and the important Universal Declaration of Human Rights by the United Nations.

We learnt the difference between refugees (people with certified status and reason to remain in their country of destination) and asylum seekers (whose status is under review), before challenging misconceptions and bringing to light the facts about refugees' journeys. One of those was that refugees often flee from poor countries to rich countries, despite the fact that normally, they flee from poor or war-ravaged countries to the nearest ones (which often occur to still be developing). We also learned that the UK, despite the media's portrayal of refugees, is not the European country with the most refugees, the title instead going to Germany, France and Greece.



In order to fully understand the danger that these people face, we watched BAFTA winning documentary 'Exodus', which documented Hassan Akkad's 87-day journey from Syria to the United Kingdom. This really opened our eyes to the tragic reality many people that escape wars and human rights abuses face: long and dangerous journeys, involving people smugglers that have no regard for these people's safety; men, women and children left largely to their own devices crossing several countries and embarking on dangerous sea crossings, having to rely on illegal and risky means such as fake passports or sneaking into refrigerator trucks.

We have also learnt that although the media portrays the Western side of the globe to be home to the majority of refugees, this is not the case, as they in fact go to neighbouring countries, like Turkey, Uganda and Lebanon. Additionally, we were made aware of the terrible conditions displaced people are put into in the UK. Many are put in detention centres while the government looks over their plea for asylum - which could take months or even years. However, when they are able to seek asylum, they are given little to no liberty at all. For people whose mental health has been damaged by crisis, this is no comfort and will aggravate problems.

Furthermore, in our more recent lessons we are learnt about the different communities of refugees migrating to the UK, from the Huguenots in the 17th century to Ugandan Indians and Chileans in the 20th and 21st centuries. This showed us that the rich and diverse culture of the UK is also the result of the contributions of these communities which found sanctuary in the UK.

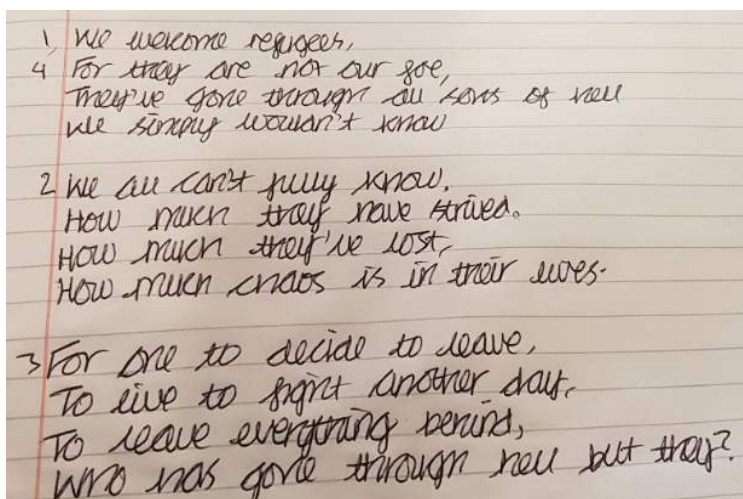
In order to apply what we had learnt, we also spent some time reviewing the advantages and disadvantages of the Nationality and Borders Bill, a proposed law which at the time of writing is being debated in Parliament. In particular, we analysed a section of this proposed bill, and evaluated why on the one hand there is a legitimate need to impose some checks on immigration; but on the other hand, some of the new rules risk endangering the lives of countless refugees seeking asylum or better living conditions in the UK.

In class discussions, some of us raised the point that many refugees do not have access to safe and legal routes to the UK, and we remarked that this bill's proposal to "introduce new and tougher criminal offences for those attempting to enter the UK illegally by raising the penalty for illegal entry from 6 months' to 4 years' imprisonment" risks unfairly criminalising innocent people. It also gives law enforcement powers to confiscate, intercept and attempt to divert vessels carrying refugees, which ultimately risks directly endangering the lives of refugees on these boats and dinghies.

This bill has come under a lot of criticism from several human rights groups, but also from some Lords which rejected some of its clauses; in particular, it has been argued that this law would risk compromising some important articles of the UDHR, such as Articles 3 (rights to life, liberty and security), 5 (the forbidding of inhuman punishment and torture) and 14 (the right to seek asylum).

One of the homeworks set during this was to make a poem, a poster or a speech in order to inform, and/or to challenge misinformation about, refugees' situations. The selection was a completely creative and touching mix, for example with our classmate Josiah having made a rhyme about it. Here are some of the pieces:

Gabriella Akanbi, 8ARM.

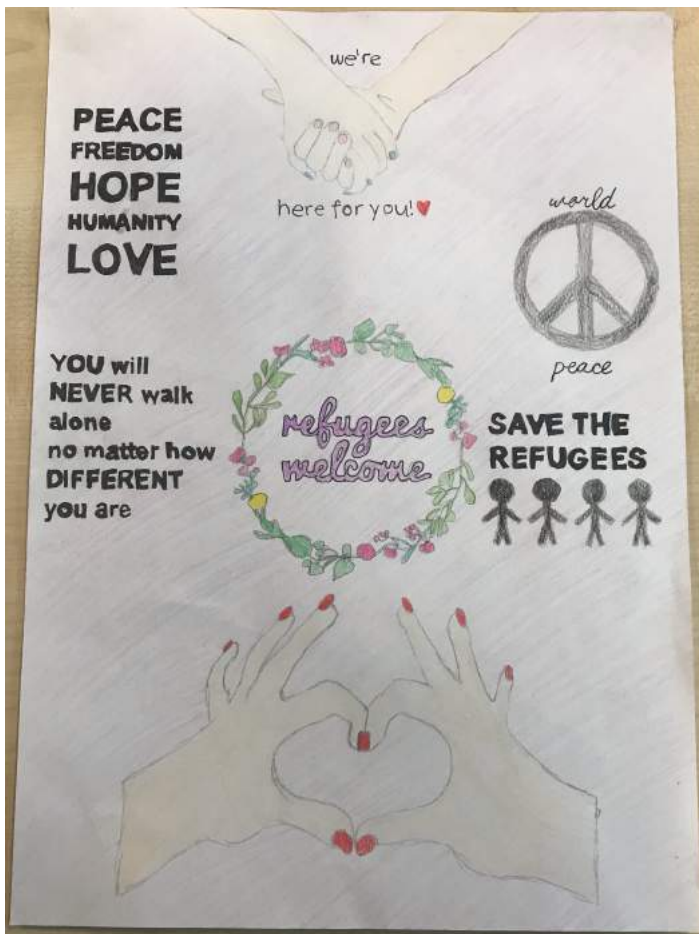


Omolade Paul-Taiwo, 8ARM.

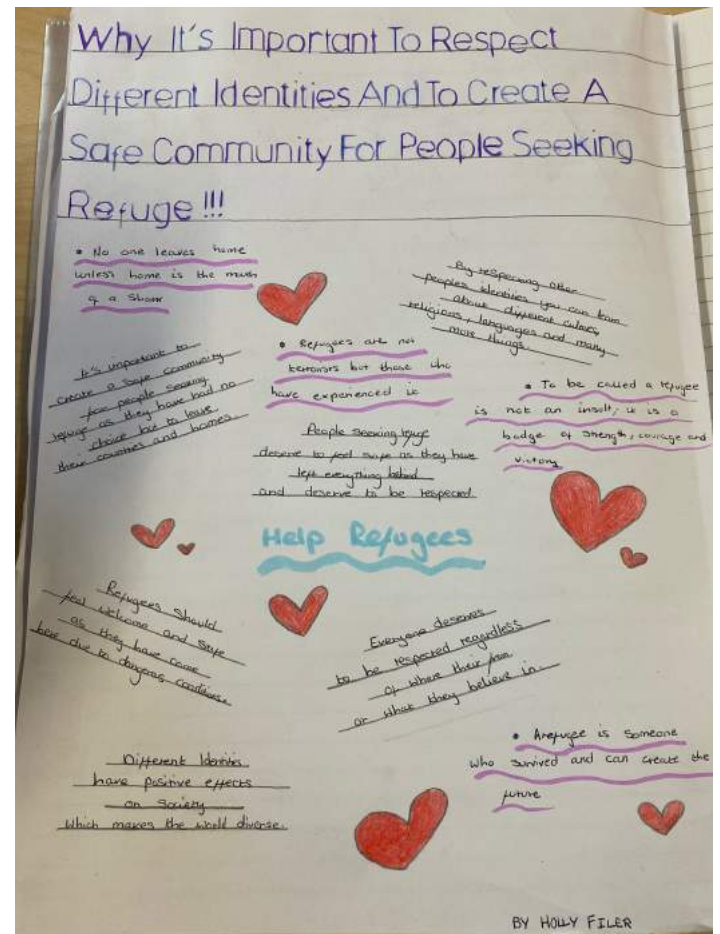
FBCS RAP: REFUGEES

Hello my name is Skittles Josiah,
I'm a rapper that gonna spit straight fire,
Because today I'm gonna speak out and encourage,
My fellow classmates out to storage,
The bars that I'm gonna spit for you all,
While in awe I hope no one falls ,
Now on to main point,
Hope to not disappoint.
So classmates I hope to help you in engage,
In this word exchange.
There are many preconceptions about refugees,
But I'm here to change those false images.
Using a secret technique known to dispel,
Called show and tell.
People think Refugees come to steal and take,
But that is a lie they really come to escape,
From the life-threatening violence,
To flee to safety, serenity and silence.
Across land and sea,
To a place of tranquillity to some degree.
But through their clouded gazes,
Through their gold tinted hazes.
They see a land of mistreatment,
All their trials led to no grand achievement.
So people of this classroom,
Let's wipe away their tears of gloom.
And engage in this issue,
Find a way to commit to,
A way to support,
So they don't end up short.

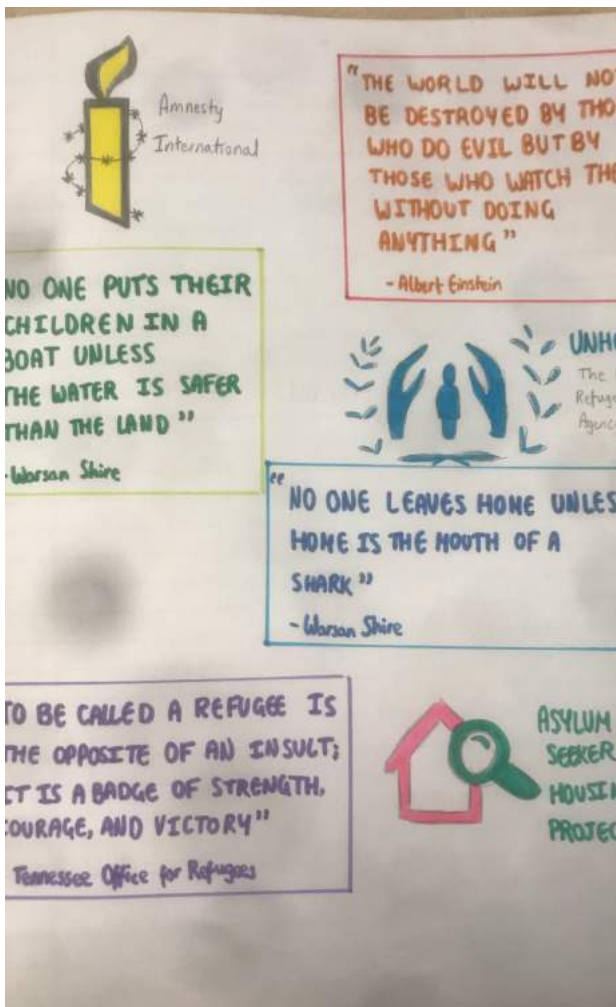
By Josiah Amadi, 8ARM



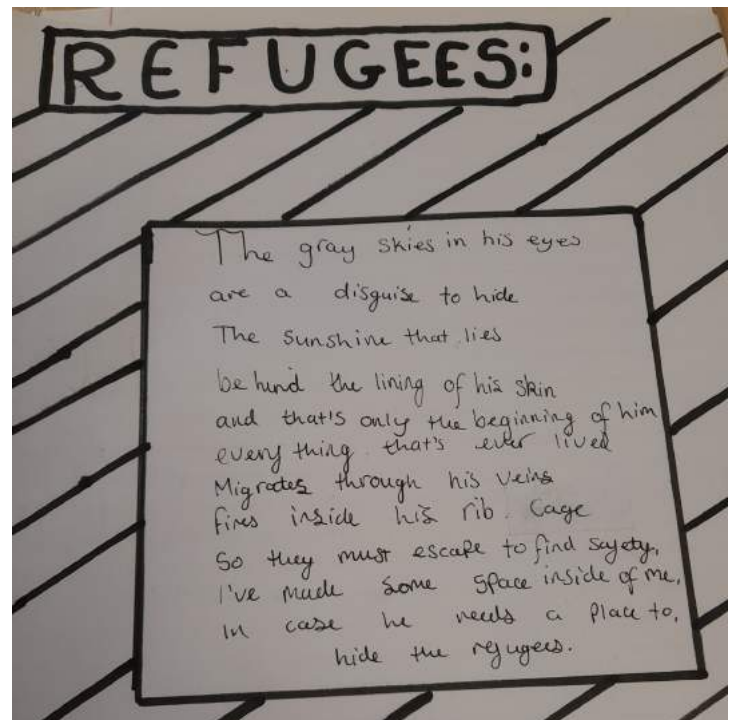
Avaani Dutta. 8ARM.



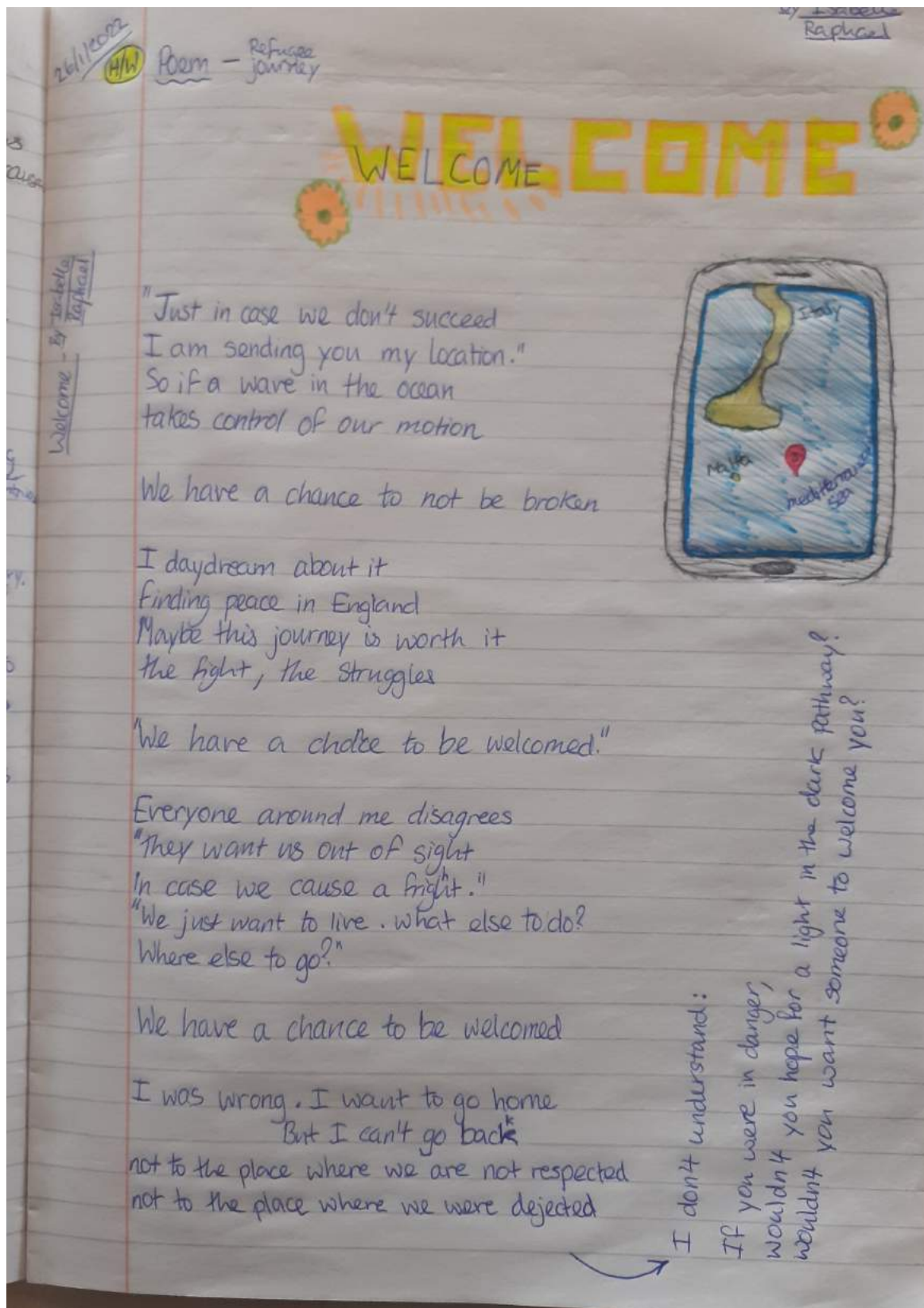
Holly Filer. 8ARM.



Lucy Fortt. 8ARM.



Ben George. 8ARM.



Isabelle Raphael. 8ARM.

FBCS at Bexley Grammar School has been enlightening to several of us in 8ARM, while also being engaging and serious. It is important to know the world around us: even its injustices, so that the future generations can stand up to it.

Year 12 - Social and Cultural Anthropology

The Januhairy Movement.

BY TALYA CILEK, YEAR 12

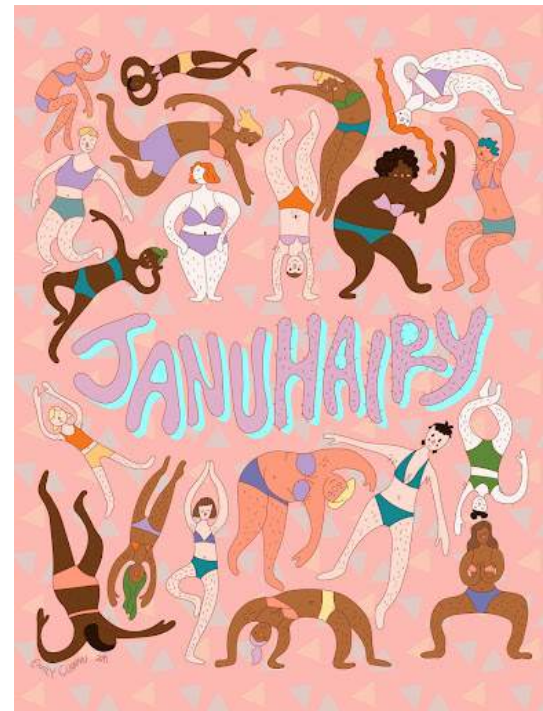


This term in Social and Cultural Anthropology, the area of inquiry that we have been exploring is the Body. Within this topic we explored the campaigns around body positivity and embracing your natural self.

One of the things we looked at was “Januhairy”. Januhairy is a campaign encouraging women to grow out their body hair for the month of January. The idea of “Januhairy” is to reduce the stigma surrounding body hair on women and enable them to love and accept their natural bodies.

Januhairy was founded in 2019 by Laura Jackson, an Exeter University student, who started the movement after having to grow out her body hair for a performance. Jackson said that after growing out her hair, she felt more “confident and liberated” and she wanted other women to also feel this, so she created Januhairy. Jackson also explained how when growing her hair out, many people didn’t understand it and thought it wasn’t feminine, so Jackson wants to aim to get rid of this idea surrounding women’s body hair and teach people that it is natural and to accept it.

Not only do women learn to “love and accept” their natural body hair, but by taking part in Januhairy, they also raise money for charity. Each year they choose a different charity to raise money for while growing out their hair. So, they don’t just spread body positivity, but they also raise awareness for the chosen charity. Januhairy is an extremely important and liberating movement, because it enables women to feel more confident in themselves and understand that they don’t need to fit into social norms. In anthropology we explored the power that society has over women’s bodies, by taking part in Januhairy, women are resisting against social norms and celebrating their bodies.



'On the Psychology bookshelf'

A review of **Social: why our brains are wired to connect** by Matthew D. Lieberman

by Johan Kanalas, year 10

Reading 'Social' has really made me aware of how complex social life is. Something as simple as ordering something from a café or asking a friend what they ate at the weekend involves potentially hundreds of subconscious mental processes that are often, if not always, overlooked. In this book, "Lieberman reveals how our brains drive us to seek, assess and value social contact, and what these new findings mean for the way we manage our modern societies." (Back-cover blurb)

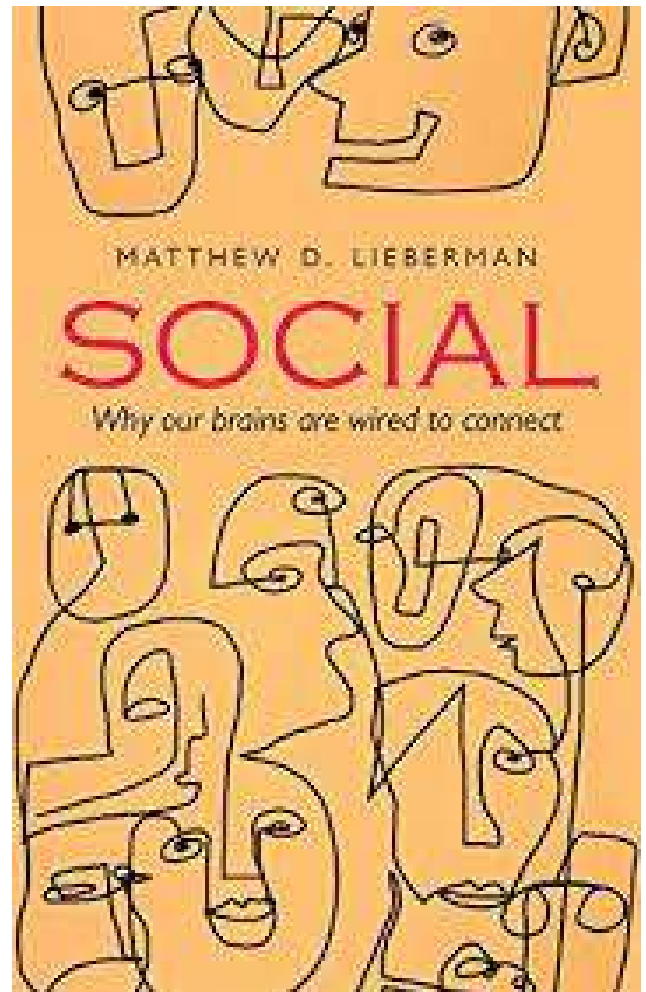
I think it's important for people to realise that everything you feel, however negative or discouraging, is okay. It's often not in your control how your hormones and past experiences shape your reactions to things, it's how you deal with it that makes it less of a problem. Strength from a psychological sense can be defined as 'the ability to recover from a negative situation', which is a skill unfortunately lacking in the majority of society nowadays, mostly because of the mutual dissatisfaction the everyday brings most of the time.

Something I learned from 'Social' is that there really are seemingly infinite viewpoints and perspectives one can have on a subject or conflict, and that it's not for us to dismiss them as 'unimportant' or 'less' than our own initial thoughts. Hormones, genes, one's unique perceptual set and past experiences are, in essence, all that shape a social interaction. Those who can recognise this in their dealings with others are likely to find socialising easier than those who don't, and are more likely to seek social contact and to excel in sectors involving people.

However, Lieberman suggests that If everyone were to get along, understand each other, understand everything about neuropsychology and about their own effects on those around them, life would not be pleasant. Although full understanding of everything aforementioned sounds ideal and perfect, social interactions are more interesting for the fact that we can never fully know those we interact with or predict their responses. As 'Social' says, flaws and deformities run throughout society, and if those were all to simply vanish, it may be worse on the whole, than if minor improvements were made.

Understanding relationships between people, social groups, and beyond, is not a task one can achieve in a lifetime, but trying to better yourself and cut out those who disregard your opinions doesn't hurt anybody.

I would highly recommend this book to anyone, even if psychology and social science doesn't interest you. Everything this book contains is valuable information and should be shared with a wider audience.



Year 7 Tree Planting Geography Project

Creating a "green" legacy.



Every Yr 7 student had the wonderful opportunity to
plant a tree this week!

by Miss Thurlow, Head of Geography



7J00



7MPM

The trees were provided by the Woodland Trust, the UK's largest woodland conservation charity.

As well as benefiting the school and local community, the trees count towards these incredible nationwide tree-planting projects:

The Big Climate Fightback initiative to get the UK involved in planting 50 million trees to help combat the climate crisis.

The Queen's Green Canopy marks The Platinum Jubilee, creating a network of woodland across the UK and a green legacy for all to enjoy. Yr 7 planted over 100 trees on the school site, species selected were: hawthorn, dogwood, wild cherry, silver birch, rowan and hazel which when mature will offer year-round colour, beautiful blossoms, bright berries and stunning autumn displays.

Tree-mendous Tree Memories

We got the incredible opportunity to go and plant trees. mine was a wild cherry. After the holes were dug, we put our saplings into the ground. We covered them with topsoil and then watered them and after that pushed our plastic guard deep into the ground to protect our plant from any small rodents looking for food and then took some nice pictures. It was an excellent experience and really enjoyable - quite messy too!

Rayon Matheson 7JMP



During this term we did something tremendously exciting. We got the chance to plant a tree! It has got to be one of the best experiences we've had in a lesson here at BGS. As soon as we heard the news that we were going to plant a tree together, we were overjoyed. As a class, we carried the materials (canes, plastic guards, a watering can, trowels and gloves) to the back of the tennis courts (where we planted our tree). We were allocated a hole and we placed our fragile hazel sapling into it. We had so much fun filling the hole with soil and planting the tree. We got a photo taken and once we came back to the classroom we were so proud of what we have done.

By Maya Sutu and Shraya Virk 7JMP



We first got our saplings and walked to our designated hole. We then placed the sapling's roots into the hole. After that we got trowels and scooped up some soil and placed it around the sapling. We squashed it down with our hands to fill all the gaps around the sapling and to make the soil condense. Next we got a cane and pushed it into the ground right next to the sapling. A guard was then in order to protect the sapling from squirrels who might want to eat the roots. We also pushed it down a bit to stop them from burrowing under the guard.

This was my tree planting experience. It was a lot of fun and my favourite part was filling in the sapling with excess soil. This was the best lesson ever.

By Finley Preece



planting trees

Bay Ferry, 7STA

What trees did we plant?

We all had three different types of trees to choose from, including the Wild Cherry which we all liked. We had to use watering cans, bowls, plastic guards, canes, top soil and of course the sapling.



Wild Cherry

Wild Cherry is an open-branched deciduous tree that can grow up to 25m in height. It suckers freely and has a smooth reddish-brown bark marked with horizontal lines. It grows in lowland woods often forming an understory. The fruits, which ripen by July, are roundish, bright or dark red and usually sour. Wild Cherry is native throughout the UK and Europe, including the far north. The trees value to wildlife providing an early source of nectar and pollen for bees and cherries to eat for birds.

Growth and Seasons

Wild Cherry trees grow 20-40cm each year and can live up to 60 years. White flowers on the tree appear early in spring and ripen to dark red fruits in the summer - the cherries!



Thank you to Woodland Trust for providing the saplings, the site team who prepared the ground and dug the holes, Geography Department teachers for taking students out and supervising planting, all Year 7 students for their wonderful enthusiasm and commitment to make their school and wider environment the best it can be for wellbeing and wildlife.
Miss Thurlow, Head of Geography

Leonard Chandran 7STA

ROWAN TREES

Why are trees important to us?

You might think that trees have no reason to exist and are just there in the open. But actually, trees are vital. As the biggest plant on the planet, they give us oxygen, store carbon, stabilise soil and give life to the whole wildlife. They also provide us with the materials for food and shelter.



Rowan trees are shrubby trees in the rose family. They are native throughout the world, particularly in the Northern Hemisphere. The Rowan wood is strong and resistant. It makes excellent walking sticks and is used for carving.



Tree Planting

To plant a tree, you must first follow a set of instructions to plant correctly.

1. Firstly, find a suitable area to plant your tree and dig a small hole with a trowel.
2. Then, place your sapling into the hole and cover over with loose soil and compact it.
3. Once planted, put your cane next to the sapling and wrap a spiral around the cane.
4. Lastly, water the tree every day!



My Tree planting memory!

On the 21st of March me and my partner Belinda planted a Hazel tree. We put the seed in a pre-dug hole. Next, we put a bamboo stick next to the seed to make sure it grows up right. Then, we wrapped plastic around it to protect it from animals, the weather and other things that could harm it.



This is what a Hazel tree when it is grown. Hazel trees can survive up to 80 whole years.

Hazel trees can reach up to 40cm tall in one year if they are well watered and have a lot of sunshine. With luck I wish to see my tree thriving when I am hopefully in 6th form. I cannot wait to see my tree grow over years.



After the tree was protected, we grabbed some soil and put on garden gloves and patted it down so that the seed would stay in place. Once it was compressed, we poured some water from the watering can so that the seed could grow and have nutrients. This was a very fun experience and I cannot wait for my tree to grow. It has been my favourite geography lesson yet and I wish to do more things that can help climate change and our world in the future.

TREE planting

Our Tree

The tree that we planted was a hazel tree. Hazel trees are often coppiced (cut to the ground) periodically to stimulate growth. But when left to grow, they can reach a height of 20m and can live for up to 80 years, however if coppiced, hazel can be known to live to several hundred years!

Hazel is also a genus of deciduous tree. It is native to the temperate Northern Hemisphere. It is often considered to be of the genus Corylus. Its Latin name is Corylus avellana and its fruit is a hazelnut.



Sophie Black, 7STA

Tabitha Selby-Boothroyd 7JMP

YEAR 7 DIPLOMA: ALL ABOUT ME

German = Mein Leben
French = Moi, moi et encore moi



CONGRATULATIONS!

by Mrs Rubbera, KS3 MFL Lead Teacher

Our Year 7 classes have been immersed in the French or German language since their first “No English allowed!” lessons began back in September. They have made such rapid progress since then!

We have been so impressed with the innovative diplomas they submitted last week, in which they showcased the language they have learnt to talk about themselves, their family, pets, house, school, likes and dislikes.

It was excellent to see such resourceful reuse and recycling of common household items such as empty shoe boxes and wrapping paper to create such beautiful pieces. The students also showed their appreciation of the target cultures with famous monuments, maps and music used in their designs.

THE BEST ENTRIES FROM EACH FORM THIS YEAR WERE:

German:

by Faris Al-Mallak
7MAM



by Yu Xuan Ong
7FTM



by Harrison
Tanner 7JOO

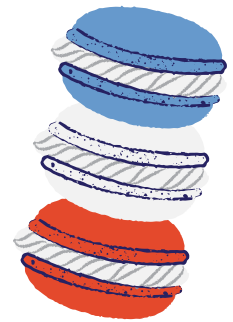


French:

by Jake Armstrong
7JMP



by Adam Albu 7MPM



by Poppy
Kalogiannopoulos
7STA



Best German entry: Harrison Tanner 7JOO

Best French entry: Poppy Kalogiannopoulos
7STA

OVERALL BEST YEAR 7 MFL DIPLOMA:
Yu Xuan Ong 7FTM

Prizes will be awarded after Easter.
Well done to all our hard-working Year 7
students!



BGS Drama Production review

MERMAID

by Polly Teale

***A modern retelling of
'The Little Mermaid'
by Hans Christian
Anderson***



In January 85 students embarked on 4 performances of Polly Teale's Mermaid. Those fortunate enough to be in the audience will have seen the explosion of joy and energy from the young actors, all that had been pent up in the last 2 years of cancelled school productions came to life. It was wonderful, but don't take my word for it, see Sophia Barry, year 12's wonderful video 'Behind the Sea-nes'. - <https://www.youtube.com/watch?v=bUX06NPYuEo>

To further evidence, Here is what some of the cast had to say:


Being a part of Mermaid was an exhilarating experience for me. It was great to see all the hard work that was put into the rehearsals be reflected in the amazing performance and I enjoyed every second of it!

After not being able to perform plays properly for the past 2 years or so, it was brilliant to see everyone on stage together and sharing the same passion. The atmosphere was also great- we were like one big family. Doing the play helped me to make friends with people from different year groups, people I probably wouldn't have talked to without having done Mermaid.

My part in the show was as a mermaid and after having performed it is safe to say that I loved the role! I loved doing the dances with all the other mermaids, dances that ranged from "happy and frolicky" to more creepy. One of my favourite things that I did was drowning the prince- especially the lift (which sometimes went very wrong!). The mermaids also got to wear handmade dresses and colourful makeup which I think made the role even more special.

Mermaid was an unforgettable experience for me and I hope that I get to take part in another school play in the future!

Zoe Allen, year 9.



Taking part in “Mermaid” has truly been a breath of fresh air!

Since we haven’t performed in a while due to COVID, the spirits of this play have been through the roof. The energy on stage and backstage has been something I have missed and I know we all couldn’t wait to get back to. In this play, I played many roles, a soldier, a lady in waiting, a protestor/ fan and a partygoer! It was so fun since I had the chance to experience many different atmospheres since Mermaid has a very interesting plot! Even switching between the costumes has been fun. Not only is doing the play an amazing acting experience, it is also a time to socialise with other people with similar interests and make new friends! Overall, the “Mermaid” play has been a pleasure to be included in and I can’t wait to audition for the next play soon!

Deya Dimitrova, year 9

When I first joined BGS in September I didn't imagine that, less than a month later, I would be cast in one of the lead roles for the school production of 'Mermaid'. I

knew that it'd be a really great opportunity to start doing something extracurricular as theatre's something I'm really passionate about. It meant that I got to meet a bunch of amazing people in all the show's departments (all of the actors, tech team, stage managers and costume & makeup people were amazing)!

It was a really ambitious show and I'll be honest, there were some scenes that, when we first started rehearsing them, I thought 'Mr Otley's mad if he thinks we'll be able to pull this off'. And yet, we did it and it felt incredible!

I've been in a fair few plays in my life but, as a result of being able to play with the unexpectedly in-depth and intriguing role of the Prince and working alongside such talented people under Otley's brilliant guidance, this has been one of the funnest ones I've ever done.

Dylan Oates, year 12

Being part of Mermaid was such a great way to start year 9! Since year 7 I have taken part in all the plays I could, but due to lockdown a lot of them weren't possible to go ahead. I feel like this made Mermaid more special for every one of us. To feel the magic of the theatre, the chaos of backstage and just the general teamwork that goes into it. As a student at BGS who loves drama I was so happy Mermaid was able to go ahead even if our T-shirts do say 2021... I had a very different experience in this drama performance because I wasn't just acting, I was also dancing! Being a mermaid was so much fun- we even got to see our dresses being crafted. We had the opportunity to do so many new and different things, it was great to see the audience in awe, as we lifted the prince above our head. Everyone in the audience left with a huge smile on their face and for me that's the reason why performing is such a great thing, you are sharing your joy with everyone in the audience. If you are a student at BGS who doesn't take part in the Drama plays, you should really consider it: you will make lifelong friends, gain so much confidence and it is just so much fun!

Deya Dimitrova, year 9



Dylan Oates, year 12





Years 7- 9 present...

AS YOU
LIKE IT

Performance dates:

**Thursday 28th April &
Friday 29th April**

**A story of hidden identities, evil uncles,
quarreling brothers, and romance!**

Tickets cost:

£4 Students

£6 Adults



HAPPY EASTER FROM THE MUSIC DEPARTMENT



What a term it's been!

Another term packed with music making and the promise of normality making it's way into the department once more.

Rehearsals have been regular and the schedule was added to at the start of January with rehearsals for the upcoming musical *Little Shop of Horrors* taking place every Friday.

The music department was overrun with students wanting to practise for their ensemble assessments at the end of the first and second half terms and with another set of IB recitals, a KS4 showcase and a Spring concert to work towards, our department has happily settled itself back into it's routine of regular music making.

IMPORTANT DATES

- **MAY**
 - 7TH - MUSIC DEPARTMENT QUIZ NIGHT
 - 25TH - KS3 SHOWCASE
- **JULY**
 - 4TH - 8TH LITTLE SHOP OF HORRORS
 - 11TH-13TH GRADE-1-ATHON EXAMS!
 - 12TH - JAZZ EVENING



KS3

Our KS3 cohorts deserve a special mention this term as for all three year groups, this is the first time they have performed as an ensemble.

In year 7, students were working on their Sakura compositions in pairs, performing them to the class; in year 8, we've been privy to unique and creative versions of *Forget You* and in year 9, students have grappled with their first Musical Futures project.

Ella Tyler -
Suspense
composition

Year 8 Forget
You ensemble
skills

Upstairs in H13, the creative juices have been flowing with year 8 and 9 tackling Cubase again- after only half a term on it thus far - whilst year 7 have got their heads around Soundtrap and created some inspirational video game music. The Suspense Music project that year 8 embarked on required them to understand the complexities of building tension through music, using a layered texture, suspended chords and a fusion of orchestral and synthesised instrumentation. Year 9 have been able to take these ideas further by developing a four-note motif - inspired by the *Wandavision* motif - and have embarked on their own TV themes, based around both Minimalist and Serialist compositional techniques. We are incredibly proud of everyone's achievements this term.

At GCSE level our year 10s and 11s came together to produce an evening of entertainment, performing as soloists and small ensembles. The quality of work produced was excellent, especially considering that for many, this was the first time they had performed as an individual for over two years! Well done to everyone on their efforts.

KS4

KS5

And we can't leave out our KS5 cohort, all of whom have been working tirelessly this term. Our year 12s have submitted their first module and have completed half of another already - well done! And our year 13s have handed in and waved goodbye to their entire portfolios. A huge congratulations goes out to all of them for their incredible efforts after what has been a gruelling few years academically.



From left to right 13D: Lucas, Seb, Rhys, Grace, Mia, Mia, Nahian, Harriet and Leo (Simon and Adam)



Next term...

we have a whole calendar of events for your diaries!

The music department are taking a group of students to see **Wicked** the musical, as it features one of the GCSE set works.

The music department **quiz night** is on the 7th May – all are welcome! The **KS3 showcase** is due to take place on the 25th May, **Little Shop of Horrors** is to take place in the first full week of July and our **Jazz Evening** is to be held on Tuesday 12th July.

And finally, the **grade-1-athon**! Please sponsor us in our efforts to learn an instrument in three months and take grade 1! All proceeds will be going to the music department in order to buy a set of timpani drums (funds for drums!) and every penny will be gratefully received. We clearly need all the help we can get..





BGS MUSIC
DEPARTMENT

QUIZ NIGHT

Bring your own drinks
and snacks!

Saturday,

May
7th

6:00pm - 8:00pm

TEAMS
OF 6!



To buy tickets, please go
on to Parent Pay



BGS MUSIC DEPT

FUNDRAISING FOR NEW TIMPANI DRUMS

'FUNDS FOR DRUMS!'

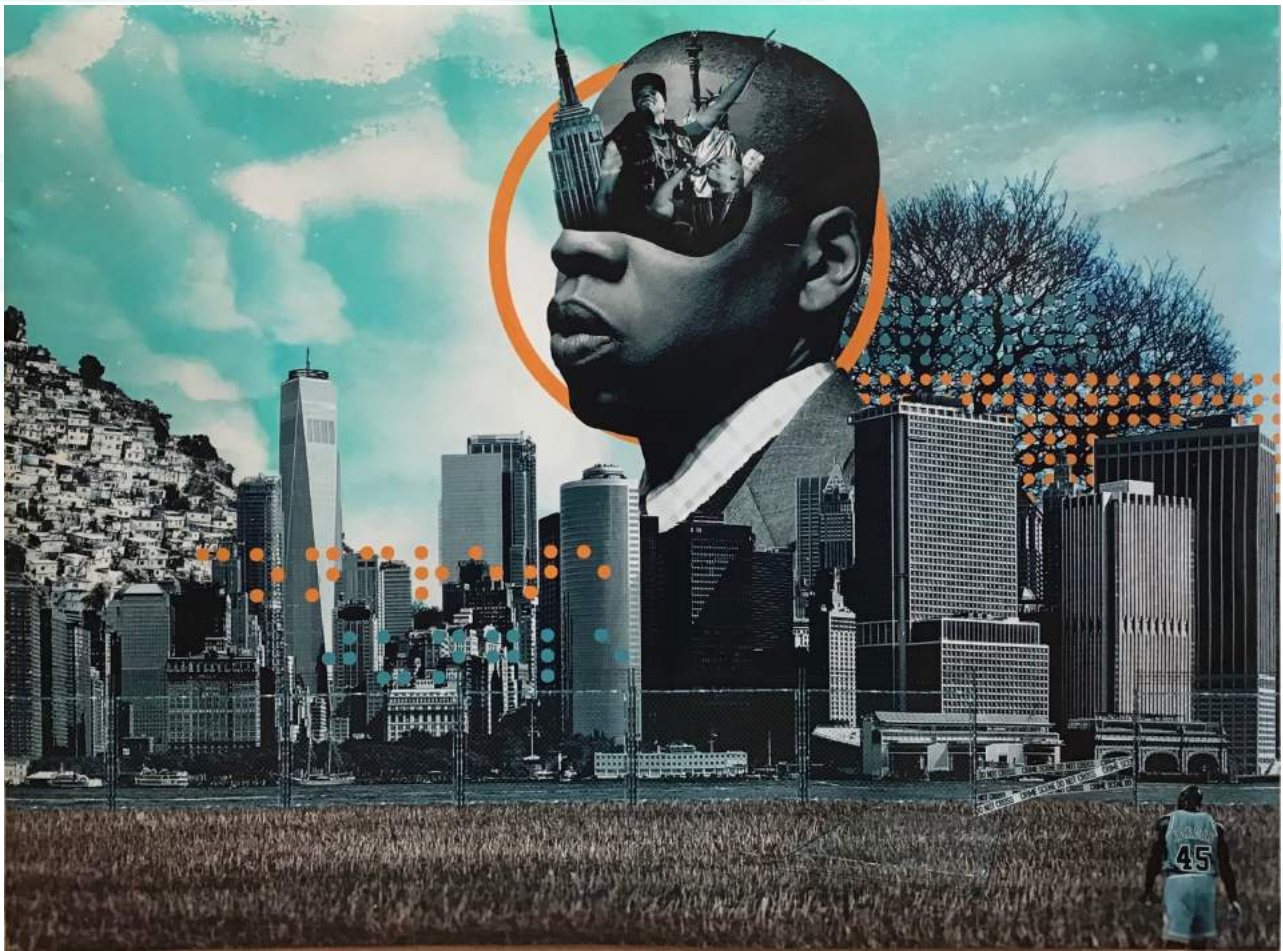
PLEASE SPONSOR US VIA OUR GOFUNDME PAGE AT
[HTTPS://GOFUND.ME/1D07EB41](https://gofund.me/1D07EB41)

2022

SPONSORED
GRADE-1-ATHON

Please register your involvement by completing the google form:
<https://forms.gle/Pcy4RSfPf9tUP2Aj6>

ART DEPARTMENT NEWS



The Wonderful IB Visual Arts Exhibition

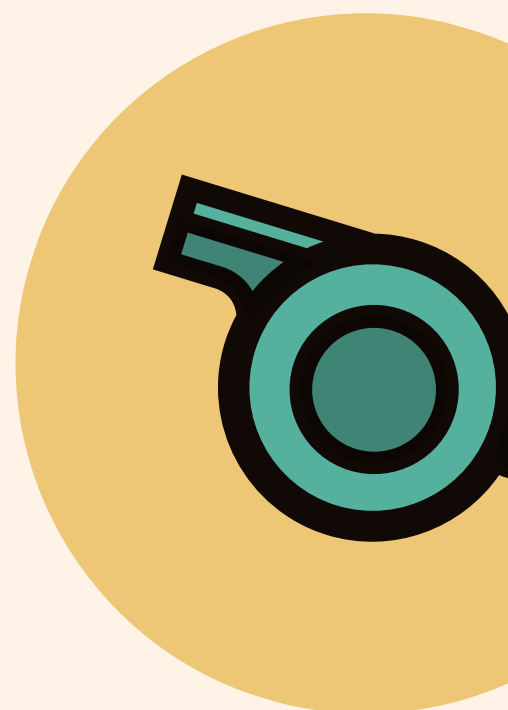
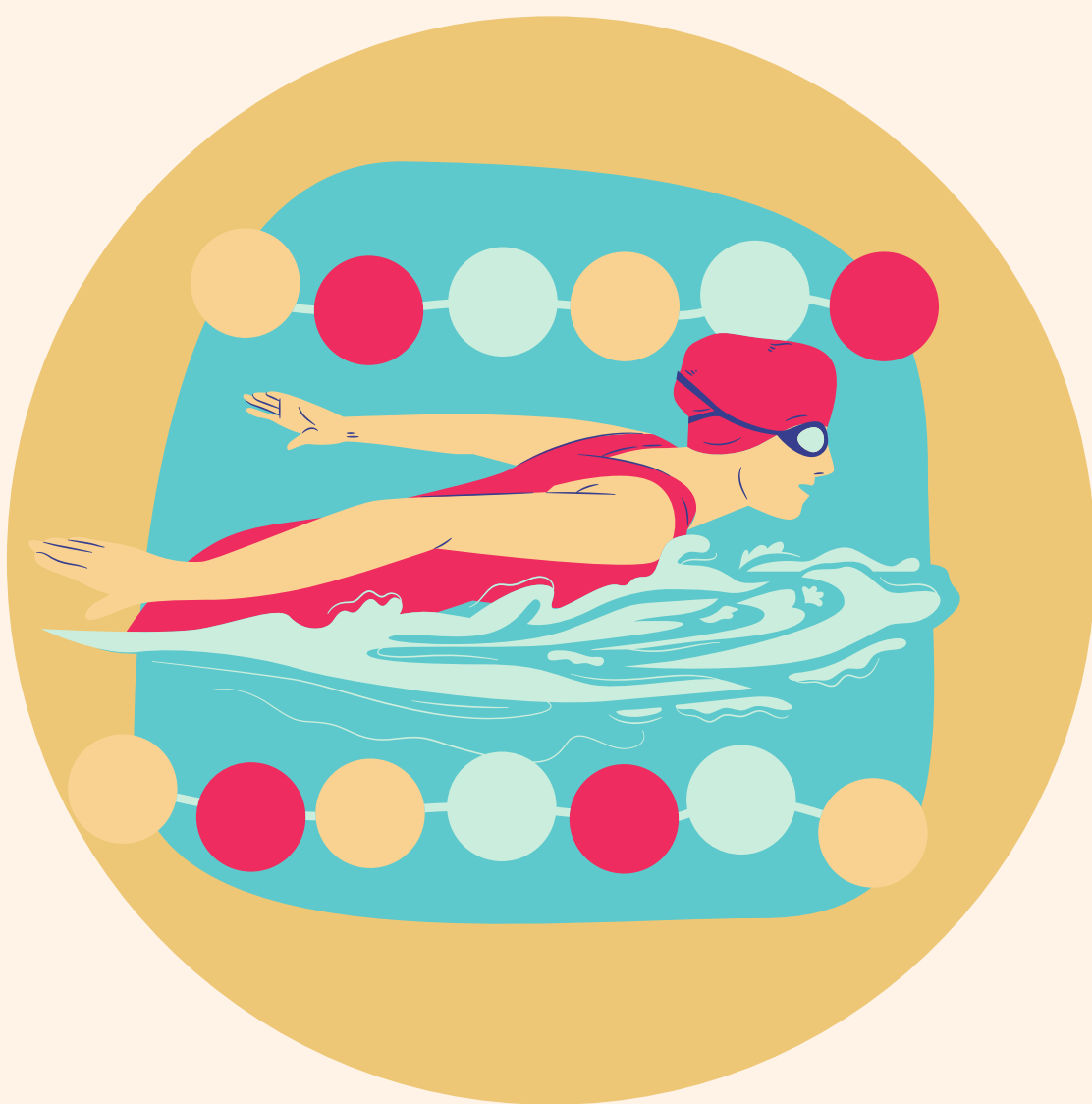
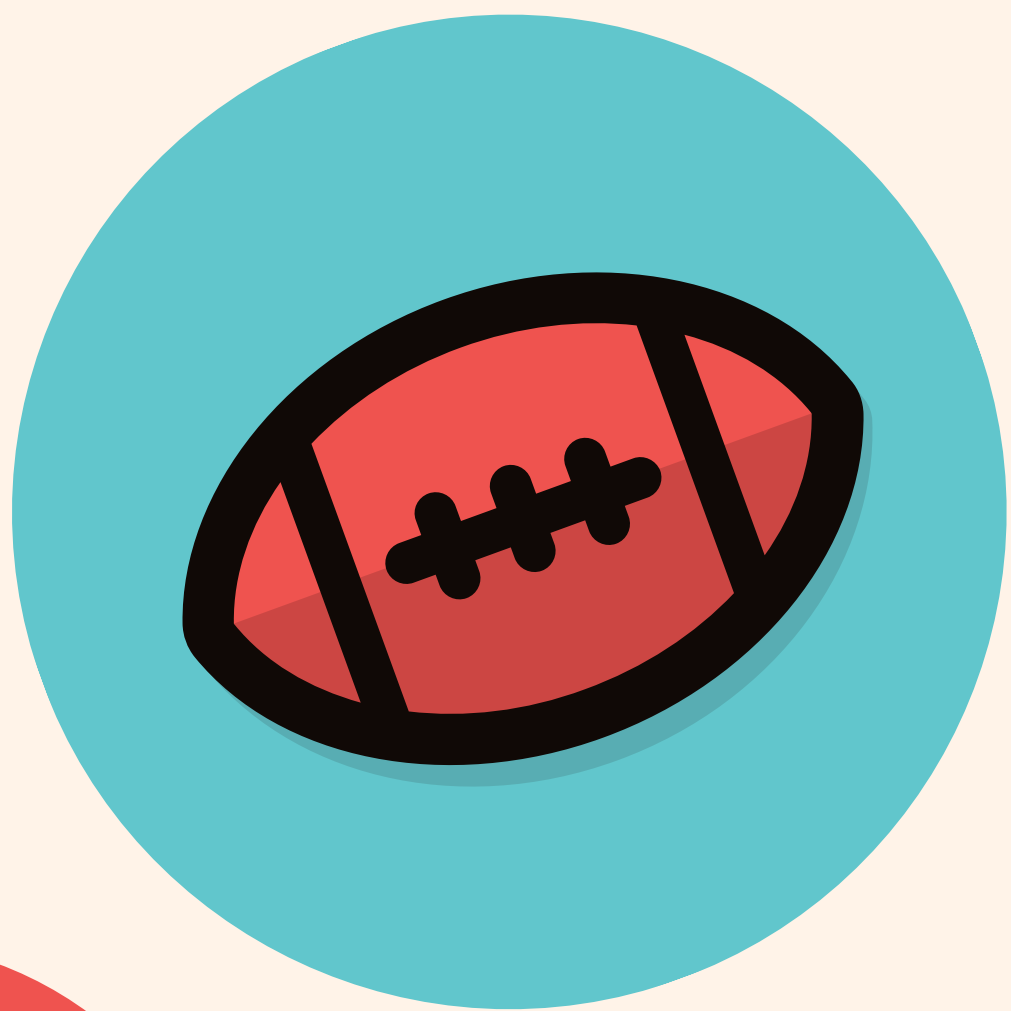
by Miss Harrison, Head of Arts

THE ART DEPARTMENT WAS DELIGHTED TO HOST THE IB VISUAL ARTS EXHIBITION WHICH FEATURED STUDENTS' WORK FROM THE LAST 2 YEARS. THE STUDENTS CAPTIVATED THEIR AUDIENCE WITH A MULTITUDE OF DIGITAL ARTWORK, PAINTINGS AND 3D SCULPTURES! THE WORK FEATURED A SERIES OF THOUGHT PROVOKING THEMES, AMNESIA, DOWN SYNDROME ALONG WITH ISSUES CONNECTING TO OUR PERCEPTION OF BEAUTY AND MANY MORE CONTEMPORARY ISSUES RELEVANT WITHIN OUR SOCIETY. OUR STUDENTS WERE OVERWHELMED WITH THE RESPONSE FROM THOSE THAT VISITED THEIR WORK. WELL DONE TO ALL OF THEM FOR ALL THEIR HARD WORK, THEY PRODUCED SOME OUTSTANDING PIECES!









P.E. *news*

ANOTHER TERM OF FANTASTIC
SPORTING ACHIEVEMENTS FOR BGS!

Netball

Year 10 Tournament

BGS hosted the Bexley Schools End of Season Tournament and we were so lucky with the weather! As always the team were smiling, full of enthusiasm and reinforced the BGS ethos throughout every game. Well done to all the Year 10 girls that took part and represented the school. Superb play in the sunshine and 4th placed overall. Thank you for all your hard work and commitment to training this season. Great stuff ladies!



Year 7 Tournament

The year 7 squads have been continuing to attend training on a weekly basis and have shown dedication to improvement.

On Wednesday 23rd March our fabulous Year 7 Netball team were crowned champions of Bexley 2022. In the glorious sunshine, Bexley schools arrived at BGS to compete in the annual Bexley schools tournament. The girls played some fantastic netball, showing great attacking and defensive skills through the court. Yi Xin & Adebola dominated in defence, making our opposition work very hard to score. Our centre court, made up of Rosie, Holly, Lisa, Yu Xuan and Mary worked the ball through the court with speed and precision, delivering the ball to our fantastic shooters Sophie and Poppy. Sophie was voted as player of the tournament for her amazing shooting and skills in the attacking end. Well done to the squad, we are super proud of you all.

Results

BGS 7- 0 Trinity School

BGS 7-1 Welling School

BGS 3- 2 Townley Grammar

BGS 7-1 Bexleyheath Academy

A big thank you to our brilliant Year 12 helpers, who made the tournament run smoothly.

Year 8 Tournament

On Tuesday 29th March the Year 8A & B teams travelled to Chislehurst and Sidcup Grammar to compete in the Bexley Netball tournament. Both teams took a while to warm up but showed a good standard of play throughout. Our A team didn't lose a game all afternoon, however did draw 3 of their fixtures against CSGS A, Townley and BGS B. They managed to secure 2nd place overall. The B team managed to secure draws in all games, other than one lose against CSGS A and a win against Trinity.

Well done to all involved, especially Alice and Izzy for being named as our players of the tournament.



Stars of the Year



Our Year 7 & 8 Netball sessions have been fantastically well attended and I am super proud of how well our students have progressed over the year. A special mention to this years stars of the year, both who have shown vast improvement:

Year 7- Lisa Cao who has developed her footwork and movement skills and has claimed her spot as Centre!

Year 8- Nimisha Chongbang who has shown great improvement in her shooting skills.

And a huge congratulations to Sophie Black, who represents Kent Netball, for her captaincy for Year 7 this year. She has been a dominant player throughout the year and has shown great skill and leadership.

Football

U16 Girls Football



A gorgeous sunny day on Friday 18th March and a chance to add another trophy to the cabinet after the U16 football girls won the Welling United Key Stage 4 Tournament. Superb defending by the team keeping a clean sheet throughout the tournament against; Trinity, Plumstead Manor 1 and Plumstead Manor 2.

The girls are hoping to go for the double with a win at the forthcoming U16 Girls KSFA Football Final at Bromley Stadium on Thursday 21st April. They have displayed qualities of true champions; as a department, we wish them all the very best of luck in the final and we look forward to cheering them on from the sidelines. The cup is within reaching distance!

Should you wish to purchase tickets for this thrilling game against Farringtons please click on the link: [Event Brite - U16 Kent Cup Final](#)



U14 Girls Football 'Sisters 'n' Sport'

They had a thrilling game against Colfes school narrowly missing out on a win but the Year 8 and 9 girls are through to the next round of the Sisters 'n' Sport shield which will continue into the Summer term. Their next battle is against St.John's Enfield. Best of luck!





Charlton Academy Coaching

Taking part in football training sessions run by coaches related to Charlton was a great experience, all the girls who attended these sessions were lucky to take part as we were helped to develop new skills, to understand the game better, to utilise new strategies and to just have fun.

I really enjoyed it and thank you to the p.e department for organising it.

By Macie in Year 8

U16 Boys Football

The U16 Boys football team have had a good season this year, going far in two Kent Cup competitions, before being knocked out on penalties in the French Cup and somehow contriving to lose 3-2 in the Invicta Cup. It's been a pleasure seeing these boys grow as footballers and as people since Year 7 and they're a committed group, still coming to a weekly training session at 7:30am on Monday!

Last week, they beat St Columba's 4-2 in the 1st leg of the North Kent Cup Semi Final and they host the return on Tuesday 29th March, hoping to reach their 3rd North Kent Cup Final. It'll be a tough game, but I have confidence that they will approach the game with the right attitude and see it through. It would be a brilliant achievement to crown 5 years of great football with some silverware.

Good luck!
Mr Martin



U12 Boys Football

The U12 boys teams have been having a terrifically successful season with the first team only losing one game this season! Both the 1st and 2nd XI in Year 7 had a short Kent Cup run but both have qualified from their pools to progress into the Quarter Finals of the North Kent Cups.

This great form has been down to their dedication to training and we regularly see 30-40 boys training on a Thursday night after school. This has enabled us to even turn out a 3rd team for some friendly games. We now have had over 40 boys represent the Year 7 football teams this year. What a remarkable achievement. Best of luck to the 1st and 2nd XI who are due to face Beths and Haberdashers Crayford respectively in their Quarter final matches.



Sixth Form Boys Football

Since our last Sixth Form Football Team update in the Christmas magazine, we've had quite a dramatic few matches! Having come through the first term of football with five draws and a loss, we as a squad were determined to make the most of the Spring term in terms of both performances and results. Both the First and Second XI participated in matches in their respective cup competitions, with the First XI narrowly missing out on progression by way of a penalty shootout after a thrilling away game and the Second XI making it to the semi finals before narrowly losing out despite the team's best efforts. The First XI, however, still persevered in the league despite a string of match cancellations. In the end, after playing the three possible league matches, we managed to come away with two convincing wins and a loss to Beths in some dire conditions. As the season has seemed to draw to a close, we find ourselves sitting in fourth with what would've been two games left to play, a welcome improvement from the situation we found ourselves in at Christmas. It has been a pleasure to be captain of this team and play with a group of positive, perseverant and hard working teammates whose effort could not be faulted throughout the whole season. Looking forward to working hard and building on the positives of this season next year!

Alvyn Fiador



Swimming



On Tuesday 8th March we were thrilled to be able to take a swim team to Colfe's for a friendly gala versus the hosts and Alleyn's school. It was a real treat for us to be able to offer a gala for our many fantastic swimmers to show off their talents and represent their school.

Well done to all of our competitors, who, as a squad, managed to secure 28 wins out of a possible 57 races and secured first place overall in the gala.

Race Winners: Individual Events		
Student	Year	Race
Abi Fosh	7	100m Individual Medley 50m Breaststroke 50m Butterfly
Alex Dimitrov	7	100m Individual Medley 50m Butterfly
Taras Voron	7	50m Breaststroke
Sophie Fosh	8	50m Butterfly
Raef Owen	8	100m Individual Medley 50m Backstroke
Stelios Kyriakakis	8	50m Breaststroke
Caspar Nalepa	8	50m Freestyle 50m Butterfly
Alice Black	9	100m Individual Medley 50m Freestyle
Soahasina Ramanoelina	9	50m Backstroke
Francis Montanari Brown	9	100m Individual Medley 50m Backstroke
Megan Wooton	10	50m Backstroke 50m Breaststroke 50m Freestyle

Race Winners: Team Events		
Year 7 Boys	7	4x25m Medley Relay
		4x25m Freestyle Relay
Year 8 Boys	8	4x25m Medley Relay 4x25m Freestyle Relay
Year 8 Girls	8	4x25m Freestyle Relay
Year 9 Boys	9	4x25m Medley Relay
Mixed Year group	All	8x25m Squadron Relay



Whole school
events

House News

SPRING TERM

THANK YOU TO ALL PARENTS AND FRIENDS WHO JOINED US FOR HOUSE SHOWCASE ON WEDNESDAY 30TH. IT WAS SUCH A HAPPY OCCASION CELEBRATING THE HARD WORK OF ALL HOUSE CAPTAINS AND STUDENTS OVER THE PAST YEAR. IT WAS GREAT TO BE ABLE TO RUN THE MAJORITY OF ALL THE COMPETITIONS AND HOPEFULLY WE'LL BE ABLE TO RUN THEM ALL IN THE NEXT. I'D LIKE TO ESPECIALLY THANK THE PE DEPARTMENT FOR RUNNING THE LARGE VARIETY OF SPORTS COMPETITIONS OVER THE PAST 12 MONTHS, THEIR TIME IS MUCH APPRECIATED AND FOR THE TOLERANCE OF THE MUSIC DEPARTMENT FOR THE USE OF VARIED INSTRUMENTS AND EQUIPMENT, SOMETIMES AT VERY SHORT NOTICE!

HERE ARE THE FINAL RESULTS FOR THE HOUSE YEAR 2021- 22.

CONGRATULATIONS TO THE WINNERS:
JOHNSON HOUSE!



1ST JOHNSON

317 POINTS



2ND PROTHERO

303 POINTS



3RD MABBS

289 POINTS



4TH COLLINS

280 POINTS



5TH WELLMAN

252 POINTS



6TH KIRKMAN

216 POINTS

A message from the Heads of House:

JOHNSON HOUSE



I'M INCREDIBLY PROUD OF WHAT JOHNSON STUDENTS HAVE ACHIEVED THIS YEAR. WE HAD A SHAKY START AND HOVERED IN OR AROUND LAST PLACE FOR SOME TIME BEFORE WE FOUND OUR FEET AND BUILT UP SOME MOMENTUM, WITH THE BREAKTHROUGH FOR US COMING WITH HOUSE MUSIC AND A FANTASTIC DOUBLE-BILL PERFORMANCE OF I KNOW HIM SO WELL (FROM CHESS) AND SINCERELY, ME (FROM DEAR EVAN HANSEN). IT WAS A JOY TO SEE THE STUDENTS REHEARSING WITH BOTH ENERGY AND PATIENCE, AND THEIR HARD WORK PAID OFF WITH SECOND PLACE IN A COMPETITION WE HAVE, RECENTLY, REALLY STRUGGLED IN. MIA ARRANGED EVERYTHING AND SHRENIK HELD IT ALL TOGETHER WITH HIS KEYBOARD.

THIS SUCCESS KICKSTARTED A RESURGENCE FOR JOHNSON, AND VICTORIES IN EVENTS AS DIVERSE AS CHESS, NETBALL, STEM AND A SPELLING BEE HAVE SEEN OUR EVENTUAL RISE TO THE TOP OF THE KNOWN RESULTS (MRS SNELLING HAS CRUELLY KEPT THE FINAL FEW RESULTS FROM US SO WE DON'T, AT THE TIME OF WRITING, KNOW THE OUTCOME OF THIS YEAR'S COMPETITION!).

THE JOHNSON PRODUCTION OF HANSEL AND GRETEL, INCLUDING THE STAND-OUT DANCE OF THE COMPETITION (GREAT WORK TOLU!), WAS A PLEASURE TO WATCH, AND THE WAY STUDENTS APPROACHED THE REHEARSING FOR THIS SHOWED HOW EFFORT AND ENERGY HAVE BEEN KEPT UP THROUGHOUT THE YEAR.

HAVING BEEN A HEAD OF HOUSE FOR FIVE YEARS NOW, IT STRIKES ME THAT THE STRENGTH OF THE TEAM OF HOUSE CAPTAINS IS A KEY FACTOR FOR A HOUSE TO ENJOY SUCCESS, BUT WE'VE SEEN SOME EXCELLENT HOUSE CAPTAINS ACROSS THE BOARD THIS YEAR, WHICH IS PROBABLY WHY THE COMPETITION HAS BEEN SO... ERM... COMPETITIVE. I TEACH SEVERAL CAPTAINS FROM OTHER HOUSES AND THEY ARE ALL IMPRESSIVE YOUNG PEOPLE. THEY HAVE KEPT THE HOUSE COMPETITION ALIVE THIS YEAR, BRINGING IT BACK FROM TWO YEARS OF FEW EVENTS, AND I THINK THEY'VE ALL DONE A FANTASTIC JOB.

ESPECIALLY FANTASTIC, FROM MY PERSPECTIVE, HAVE BEEN TOLU, ABDULLAHI, KEENO, MIA, MICHELINE, SHRENIK, SIMON AND TAMIA, AND THEY WILL BE HANDING THINGS OVER TO THE EQUALLY STRONG TEAM OF GIRISH, HANNAH, HARRISON, JUDE, KATIE, KIERA, LOIS, MEGAN AND MILLY. ALL THE BEST TO THE Y13 TEAM AS THEY HEAD INTO EXAMS AND THEIR FUTURES.

MR ASKER
HEAD OF JOHNSON HOUSE.

KIRKMAN HOUSE



THIS YEAR HAS BEEN A MIXTURE OF UPS AND DOWNS FOR KIRKMAN HOUSE: THE UPS BEING MY CAPTAIN TEAM WHO HAVE WORKED REALLY HARD TO GET THE KIRKMAN UP AND RUNNING AGAIN AFTER OUR ENFORCED HIATUS AND THE FACT THAT WE HAVE HAD SUCH GREAT PARTICIPATION IN ALMOST ALL EVENTS, NOTABLY THE MUSIC AND THE DRAMA/DANCE. WE MAY NOT HAVE WON EITHER BUT WE HAD LOTS TAKING PART WITH GREAT ENTHUSIASM!

LIKEWISE WITH THE SPORTS EVENTS; MOST RECENTLY WE DID WELL IN THE TABLE TENNIS (AN INTER WIN) AND THE BOYS BASKETBALL...RESULTS CURRENTLY SECRET AT THE TIME OF WRITING BUT I AM CONFIDENT THE RESULTS WILL COME OUT WELL...I ALSO HAD A RECORD NUMBER OF ENTRIES TO THE PHOTOGRAPHY COMPETITION, SO THANKS TO EVERYONE WHO SENT ANYTHING IN!

I WOULD LIKE TO SAY A HUGE THANK YOU TO MY CAPTAINS: AIMEE, OLIVER, SIMRAN, JAKE, ADAM, MARIUSZ AND DEBORAH FOR ALL THEIR DEDICATION AND GOOD HUMOUR, AND FOR THEIR WORK WITH 'THEIR' TUTOR GROUPS.

AND WE WELCOME THE NEW TEAM OF MAX, MARIE, LEILA, LORA, JACK, BEN, TOM, IZZY, FAVOUR AND JANO; I SET YOU THE CHALLENGE OF GETTING THE YELLOW RIBBONS BACK ON THE CUP IN 2023!

MISS FISHER
HEAD OF KIRKMAN HOUSE

MABBS HOUSE



WHAT A FANTASTIC YEAR THIS HAS BEEN! IT HAS BEEN SUPERB WATCHING THE HOUSE CAPTAINS ORGANISING EVENTS, INTERACTING WITH DIFFERENT STUDENTS AND PRODUCING PERFORMANCES THEY ARE PROUD OF. I AM EXTREMELY PROUD OF THEM. THESE WERE MY FIRST YEAR 7S THAT I HAVE SEEN GRADUATE INTO HOUSE CAPTAINS AND WHAT A YEAR GROUP THEY HAVE BEEN! EVERY SINGLE HOUSE CAPTAIN HAS SOMETHING TO CONTRIBUTE TO OUR SUCCESSFUL YEAR: ENTHUSIASM, COMPASSION, ENERGY, RESILIENCE, DETERMINATION, BEING A LEADER, COMPROMISING, MANAGING AND CREATING. THIS WAS SHOWN IN MANY DIFFERENT WAYS.

A BIG THANK YOU TO THE SENIOR HOUSE CAPTAINS- ABBIE HEWITT AND KWEKU BROBBEY FOR LEADING A GREAT TEAM: ALICE PARTINGTON, MIA CHAN, MAYA BHOGAL, MIRIAM BASHEER, SUFIAT OLAJIDE, RAPHAEL ARCHEAMPONG, PETRINA MAHON AND PEACE IMARHIAGBE. I WISH THEM EVERY SUCCESS IN THE FUTURE.

I WOULD LIKE TO WELCOME THE NEW HOUSE CAPTAINS WHO I BELIEVE WILL LIFT THE HOUSE CUP NEXT YEAR. THE TWO ENTHUSIASTIC SENIOR CAPTAINS: JOE MUTTI AND ANNA FATIME MURATI, AS WELL AS THESE BUDDING HOUSE CAPTAINS: ATEMNJI NONJANG, GEORGIA HOLMAN, LIBBY GARROD- JOBBINS, AMY BROWN, VITTORIA NG, FINLAY WICKS, CHRITAITAN TURNER AND JUDAH OLORUNNIWO.

MISS GABRIEL
HEAD OF MABBS HOUSE.

COLLINS HOUSE



A WONDERFUL HOUSE YEAR FOR COLLINS HOUSE STUDENTS WHO HAVE EMBRACED WITH JOY BEING REUNITED AS A TEAM AND THE RETURN TO FRIENDLY INTER HOUSE COMPLETIONS. WELL DONE TO EVERYONE WHO PARTICIPATED WITH SUCH ENTHUSIASM.

THANK YOU FOR ALL THE FANTASTIC WORK AND HOUSE SPIRIT FROM OUR YR13 HOUSE CAPTAIN TEAM: SENIOR CAPTAINS: OLIVIA HARRY AND NAHIAN RAHMAN; CAPTAINS: UGNE, KACEY, HOLLY, ETHAN, BILLY, ROISIN, FELICIA, ONYINYECHUKWU AND WERONICA. WE ARE HUGELY PROUD OF THE WAY THESE STUDENTS HAVE WORKED WITH THE YOUNGER YEARS LEADING THEIR HOUSE FORMS AND THE COMPETITION ENTRIES THIS YEAR. WISHING YOU ALL THE BEST FOR YOUR UPCOMING EXAMS AND FOR FUTURE HAPPINESS AND SUCCESS.

SPECIAL THANKS TO THE FOLLOWING YR13 STUDENTS FOR THEIR CREATIVE FLAIR AND LEADERSHIP:
RHYS TONKS AND SEBASTIAN TALJAARD-SMITH WHO BETWEEN THEM PUT TOGETHER THE HOUSE MUSIC CHOIR AND BAND INCLUDING ARRANGING THE MUSIC. UGNE STANZYTE LED THE HOUSE DRAMA AND DANCE ENTRY WITH APLOMB, ABLY ASSISTED BY OLIVIA HARRY.

BOTH THE BAND AND DRAMA PIECES WILL BE PERFORMED AGAIN AT THE HOUSE SHOWCASE TO CELEBRATE THE END OF THE HOUSE YEAR. EACH EVENT GAVE STUDENTS FROM YR7-YR13 A CHANCE TO WORK TOGETHER, ENGAGE IN CREATIVE ARTS AND, IMPORTANTLY, HAVE A LOT OF FUN. WINNING HOUSE MUSIC - A PERFORMANCE THAT REPORTEDLY BROUGHT A TEAR TO THE EYE OF OUR HEADMASTER, ALONG WITH A STANDING OVATION FROM THE AUDIENCE - WAS A HIGHLIGHT OF THE YEAR.

CONGRATULATIONS TO OUR JACK PETCHEY AWARD WINNER OLIVIA HARRY - AS VOTED FOR BY COLLINS HOUSE STUDENTS. A WELL DESERVED WINNER, OLIVIA HAS BEEN THE SHINING LIGHT OF COLLINS THIS YEAR. OLIVIA HAS BEEN INCLUSIVE, KIND AND SUPPORTIVE OF ALL STUDENTS AND ABLY LED THE HOUSE CAPTAIN TEAM. SHE HAS SHOWN EXCELLENT SPORTSMANSHIP WINNING PRAISE NOT JUST FROM WITHIN COLLINS BUT THE WHOLE HOUSE COMPETITION. THANK YOU OLIVIA.

FINALLY, WISHING THE NEW YR12 COLLINS CAPTAINS THE BEST OF LUCK FOR 2022/23 - SENIOR CAPTAINS: MEGAN LE AND EMMANUEL OLIECH; CAPTAINS: AMANDEEP, MARIA, SIMRAN, RIA, HARRY, ISFAN, ESTEFANIA, SWIKAR, HANNAH AND NIAMH.

TEAMWORK MAKES THE DREAM WORK.

MISS THURLOW
HEAD OF COLLINS HOUSE

WELLMAN HOUSE



I WOULD LIKE TO CONGRATULATE ALL THE WELLMAN COMPETITORS ON A VERY SUCCESSFUL HOUSE YEAR, DESPITE THE TRYING TIMES WE HAVE SHOWN DETERMINATION AND PERSEVERANCE. DURING THE YEAR WE REPEATEDLY SHOWED OUR TRUE COLOURS (ALL SHADES OF ORANGE OF COURSE) BY SUPPORTING AND ENCOURAGING ONE ANOTHER AND COMPETING TO THE VERY BEST OF OUR ABILITIES! I WAS BLOWN AWAY WITH AN ENTHUSIASTIC GROUP OF STUDENTS WHO PUT TOGETHER WELLMAN-HOUSE'S PERFORMANCE IN HOUSE DRAMA AND DANCE RECENTLY, IT WAS BOTH VERY FUNNY AND CLEARLY WELL REHEARSED. IN SPORT WE HAD SOME INCREDIBLE RESULTS WITH FIRST PLACE VICTORIES IN YEAR 9/10 FOOTBALL, YEAR 9 ROUNDEES, YEAR 8 SPORTS DAY EVENTS, AND YEAR 8 BASKETBALL, ALONG WITH MANY 2ND AND THIRD PLACE FINISHES. I AM VERY IMPRESSED WITH EVERYTHING I HAVE SEEN AND OUR GREAT SUCCESS IS THE RESULT OF A WONDERFUL TEAM OF HOUSE CAPTAINS (SASHA, PIPPA, MATTHEW, XIMENIA, ADITYA, LAUREN, PRECIOUS, LUCAL, TALLULAH AND DAMI) AND THE CONTRIBUTIONS OF OUR MANY COMPETITORS. THE NEW WELLMAN HOUSE CAPTAINS HAVE BEEN ANNOUNCED (MAISY, HARIZAKA, HARRY, DONOVAN, ADESH, KOME, ALBERT, TARA AND DAISY) AND I AM VERY EXCITED TO SEE THEM THRIVE IN THE ROLE IN THE NEW HOUSE YEAR.

WELLMAN HOUSE WELCOMES THIS YEAR'S COMPETITION AND ARE EAGER TO RECLAIM OUR PRIOR GLORY!

MR WARD
HEAD OF WELLMAN HOUSE

PROTHERO HOUSE



I COULDN'T BE PROUDER OF MY HOUSE CAPTAINS THIS YEAR, THEY HAVE BEEN AN AMAZING TEAM! THEY HAVE FORGED INCREDIBLE BONDS WITH THEIR FORMS AND INSPIRED THEM TO ACHIEVE SOME FANTASTIC THINGS THIS YEAR. I AM SO HAPPY THAT WE HAD A YEAR SO FULL OF STUDENTS SO KEEN TO PARTICIPATE IN EVERY EVENT, AND THAT HAS LET THE CAPTAINS FOCUS ON PROVIDING GREAT FORM TIMES FOR THE HOUSE.

IT WAS GREAT TO SEE THEM LEADING FROM THE FRONT, MACK MAKING A STAR TURN IN SNOW WHITE WAS MAYBE AN ALL TIME HIGHLIGHT FROM MY THREE YEARS AS HEAD OF PROTHERO.

AS WE SAY GOODBYE AND THANKS FOR THE MEMORIES TO MOLLY AND GRACE AND THEIR TEAM MAX, ETHAN, MACK, DANIEL, ISABEL AND ALEX, I WOULD LIKE TO WELCOME OUR INCOMING CAPTAINS. GURLEEN AND NATHAN WILL BE LEADING CHRIS, HALIMA, LUCY, ISABEL, DANILO, JACQUES, CAITLIN AND ANYA INTO THE NEXT HOUSE YEAR. AND WE GO AGAIN!

MR SETHI
HEAD OF PROTHERO HOUSE.



POSITIVITY JARS



SPRING TERM WELLBEING

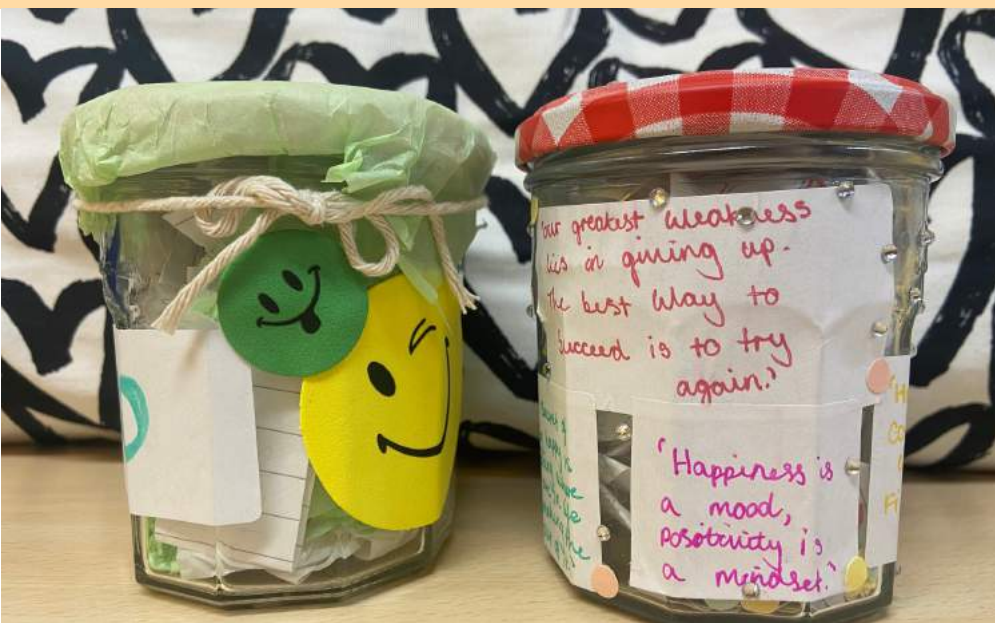
Last half term, our theme for Year 7 Friday Wellbeing sessions was **gratitude** and Year 7 participated in an exciting range of activities. They wrote thank you notes to teachers, went on mindful guided walks, and created form group positivity jars.

All the positivity jars were wonderful and Mrs Belton Owen and I had a lovely time reading the thoughtful messages. You can read a small selection of them on the next page.

7STA and 7JOO particularly impressed us. 7JOO added happy faces and green paper to represent their House, and 7STA added positive quotes outside of their jar and even folded all of their gratitude notes into little origami hearts. What lovely ideas!

Well done Year 7 😊

-Ms Orchard (Year 7 SAM)



7STA

We loved this idea because even if nobody knows and nobody can see, some people are hurting inside and a little thing like this can make them really feel better. It may seem silly, but it can help some people through rough times knowing that they have a jar **full** of positivity.

In 7STA, we chose to decorate our jar with quotes on the outside too, so that you don't even need to open it to read something that will lift your mood. We then filled it up with even more positivity on the inside. People who are happy with themselves and their lives may not realise how someone else can be hurting. However, they too will have rough days and feel low- everyone needs a bit of positivity!

-Lilly Middleton, 7STA

7JOO

For our well-being activity, we made 'positivity jars'. These are small jars that are filled up with notes about what made our day better. These notes can be quotes, lines from a song or a book, or just happy memories. I wasn't expecting much because when I started the activity, I didn't have many ideas.

In the end, however, it was surprising how many ideas the class and I wrote down: it was enough to fill several jars to the brim! Looking back, I can still relate to the things we wrote down, and just thinking about them puts a smile on my face.

-Sian Niaz 7JOO



**BE WHO YOU ARE AND FOCUS ON WHAT
YOU WANT.
EVERYTHING ELSE WILL FOLLOW.**

**STAY SMILING, IT MAKES
EVERYONE'S DAY *SHINE***

**SOMETIMES WHEN THE RAIN COMES,
A RAINBOW SHINES THROUGH**

**LET POSITIVITY FLOW,
LET NEGATIVITY GO**

**NEVER COMPARE YOURSELF TO OTHERS,
BECAUSE YOU ARE MORE THAN ENOUGH**

**WHEN YOU ARE IN YOUR ROCKING CHAIR MANY
YEARS FROM NOW, TALKING TO YOUR
GRANDCHILDREN, BE SURE YOU HAVE A GOOD
STORY TO TELL**

**YOU ARE BRAVER THAN YOU THINK,
SMARTER THAN YOU SEEM, AND MORE
LOVED THAT YOU KNOW**

**IT'S NOT HARD, IT JUST NEEDS
TIME.**

**HAPPINESS IS NOT OUT THERE,
IT'S IN YOU**

**YOU NEVER HAVE TO FACE THINGS
ALONE**

Afro-Caribbean Society theatre trip:



review by Tara Kale, year 12

We were so lucky to be given the opportunity to see a play in Soho Theatre called 'Queens of Sheba'.

It was an amazing experience, from the journey of seeing Central London at night to the beauty of having a theatre experience.

The whole show was captivating, relating to topics around sexism and racism. The show for me was full of so many things that were sadly so relatable, from racism in a workplace to dating someone who is not the same race as you.

It also spoke about the objectification of women and how men have these unattainable expectations of us and seem to be disappointed when their perfect image is not lived up to. The show was breath taking from the beginning all the way to the end.

I would 100% go and see it again!

Thank you to Miss Fuwa for organising this trip we will never forget!





Ukraine crisis appeal: we need your help!

We are holding a raffle competition for people to win
beautifully hand made gift baskets,
to raise money for the Ukraine Crisis Appeal.

We would appreciate it if students, parents and staff
can donate gifts that we can use in these baskets.


Donations of unopened sweets, Easter Eggs and chocolates,
good condition small books and toys, unopened toiletries,
vouchers for local shops and alike would be greatly appreciated.

We will start collecting items after the Easter holidays,
so please remember us over the two week break when you perhaps
have a spring clean or have eaten enough chocolate!



Want to help?

**PLEASE BRING ANY GIFT DONATIONS TO SCHOOL FROM
TUESDAY 19TH UNTIL MONDAY 25TH APRIL
NEWS OF SALES OF RAFFLE TICKETS TO COME SOON!
THANK YOU IN ADVANCE.
KIERA LINCOLN AND KATIE NEICHO (YEAR 12)**



"Peace is not
merely a distant
goal that we **seek**,
but a means by
which we arrive at
that **goal."**

- Martin Luther King Jr.