
BGS BUZZ! SUMMER





IT IS WITH GREAT PRIDE THAT I PRESENT THIS TERM'S EDITION OF BGS BUZZ ON BEHALF OF OUR WONDERFUL TEAM OF SCHOOL JOURNALISTS AND CONTRIBUTORS. I HAVE BEEN SO IMPRESSED BY THE TEAM'S ENGAGEMENT WITH CURRENT AFFAIRS; SOCIAL ISSUES AND THEIR PRIDE IN THE SCHOOL AND EVENTS THAT HAPPEN HERE. I PARTICULARLY ENJOYED READING THE ARTICLE ABOUT MISS SOHEE'S 2026 SPRING SUMMER COLLECTION WHICH WAS BEAUTIFULLY PRESENTED AND SOME OUTSTANDING ARTICLES FROM 8KVC IN THEIR MAGAZINE COMPETITION.

AS ALWAYS, THANK YOU TO ALL OUR DEPARTMENTAL CONTRIBUTORS: THANK YOU FOR HELPING TO MAKE ALL THE WONDERFUL THINGS STUDENTS AND TEACHERS ARE DOING IN THE SCHOOL, EVERY DAY.

WELCOME TO THIS TERM'S BGS BUZZ MAGAZINE. AS USUAL, IT'S A BUMPER MIX OF THOUGHT-PROVOKING ARTICLES AND UPDATES FROM SCHOOL LIFE. I HOPE THAT YOU ENJOY READING THE RECOLLECTIONS OF MY LONG-TIME FRIEND AND COLLEAGUE MR GOODALL, WHO HAS MADE SUCH AN IMMENSE CONTRIBUTION TO THE LIFE OF THE SCHOOL FOR THE LAST 30 YEARS. AS I SAID AT SPEECH DAY, HIS IMPACT ON THE LIVES OF 1000S OF BGS STUDENTS IS IMMEASURABLE AND HE WILL BE MISSED BY HIS COLLEAGUES AND STUDENTS. RETURNING TO THE MAGAZINE, I WAS PARTICULARLY INTERESTED IN THE PSYCHOLOGY ARTICLE WHICH MENTIONED THE 'HALO EFFECT'. IT ISN'T SOMETHING THAT I HAVE HEARD OF BEFORE BUT IT CERTAINLY RESONATES WITH HOW WE PERCEIVE OTHERS, AND MAKES ME PONDER FURTHER THE SAYING THAT 'YOU ONLY GET ONE CHANCE TO MAKE A FIRST IMPRESSION'. I ALSO FOUND THE HOUSE NEWS SECTION VERY IMPRESSIVE, PARTICULARLY GIVEN THAT WE HAVE HAD SEVERAL NEW HEADS OF HOUSE IN POST IN RECENT YEARS. THE SYSTEM CONTINUES TO PROVIDE AN EXCELLENT BEDROCK OF VERTICAL TUTORING AND INTEGRATION FOR THE SCHOOL AND I'M VERY GRATEFUL TO MRS SNELLING FOR HER CONTINUED OVERSIGHT OF IT. SPEAKING OF GRATITUDE, I'D LIKE TO GIVE A HUGE VOTE OF THANKS TO MRS DAWSON AND HER TEAM OF REPORTERS FOR WHAT IS A HIGHLY PROFESSIONAL AND THOROUGHLY RESEARCHED PIECE OF WORK. ENJOY THE BEST, AND THE BUZZ, OF BGS!

MEET THE TEAM

ASHNA ADHIKARI

Hi, I'm Ashna! I like writing about science, society and how they intersect (sometimes). Hope you like what I've written :)

JAMES VRIONIDES

CHi, I'm James, ceator of Economics Club & avid stock trader with interests in developmental and environmental economics

ARIANA ROMANOVA

Hi, I'm Ariana and I enjoy writing, and exploring new perspectives. I'm looking forward to helping shape a magazine that reflects our school community.

YURI HOYTE

Hey, I'm Yuri and I enjoy politics, economics, making cool stuff on Minecraft and going on the occasional run.

MILLIE LAMING

Hiya - I'm Millie, a psychology fanatic with interest in the bits and bobs people do and the research behind them!

JESSICA BOGHEAN

Hey, I am Jessica, a student in Yr 9 and I am interested in many things so I enjoy encorporating fun and different topics in my writing!

OMOLADE PAUL-TAIWO

Hey, I'm Omolade and I like reading books, even though I procrastinate often in reading them. I'm on a quest to explore as many pieces of classical literature before I leave in Y13!

LEV GRIFFIN

Hi, I'm Lev and I am interested in this country's politics, which is now less predictable than ever...

JESSE DAVIS

Hello, I'm Jesse - I'm interested in writing about things that I am passionate about like the arts and politics!

LOUIS LUCKMAN

Hi, I'm Louis Luckman and I'm interested in the topics of power, politics, and people when writing.

BERAD MUSOV

Hi, I'm Berad, and I would say that my strongest interest lies in music, especially in regards to exploring varied subgenres and expanding my music taste. I am also interested in literature, politics and linguistics.

SOFIE RYGIELSKA

Hello! My name is Sofie and I am interested in exploring how media and art affect us all as people.

SOPHIE FOSH

Hi, I'm Sophie and I love literature, politics, art, and pop culture, looking forward to writing more pieces for this magazine!

PERSIA SOLOMON-KNOX

Hi my name is Persia Solomon-Knox, I'm in year 12. I want to get better at writing, and I sing and read in my free time.



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MR GOODALL



MR GOODALL IS RETIRING THIS YEAR AFTER 32 YEARS AT THE SCHOOL WHERE HE HAS BEEN A HISTORY TEACHER AND HEAD OF HISTORY. WE WILL MISS YOU MR GOODALL, AND WISH YOU THE VERY BEST IN YOUR RETIREMENT

Q

What is your favourite memory of teaching at BGS?

I have so many very happy memories of my time teaching at BGS over the past 32 years and for this reason it is difficult just to name one. It would be easier to talk about some of the highlights which I have enjoyed as part of my journey at the school. Among the most memorable include the many trips which I have had the pleasure to organise as well as participate. These include the annual Year 9 trips to the First World War Battlefields or Year 7 visits to Rochester and Dover Castles, Year 8 visits to the Black Country Museum (organised by Mrs Spencer) and most significantly the residential trips for Year 10 to Berlin and Krakow and Year 12 and 13 to New York and Washington DC. These have been made memorable by the students who have been on them as well as my fellow teachers. It is these two aspects; students and colleagues which have helped to make my time at the school so memorable. They have helped to make History come alive and will remain with me after I have left the school.



Q

When did you start teaching at BGS? Has BGS changed in the time you have worked here? How?

A great many aspects of life have changed since I began teaching at BGS in September 1994 & became Head of History in 1999! At this time I still regularly worked on chalk boards in the classrooms and there were very few computers outside of the Computer Science Department (it was called IT at this time!). The school was much smaller with there being no Sports Hall, Drama Studio, H block or G block. The History Department was at the top of the M block (now the Staff Room) & my first form room was up there in what was called "D2" (the ground floor was A, the second floor was B and so on!). Mrs Moore knew this room well as she was in my first form 8RJG/9RJG! Many classes had wooden desks rather than tables at this time! The one aspect which has not changed at BGS over the past 32 years however is the atmosphere in the school which I can only describe as being "magic" in terms of both students and colleagues and the strong positive relationships which exist between them. This makes it a very special place to work & this is the reason why I have never left. I noticed it when I came for my interview with Mr Jones (second headteacher of BGS) and it still remains to this day.

MR GOODALL



Q

What was your favourite part of being Head of History?

My favourite part of being Head of History has been the opportunity to pass on to students my passion for the past to students. As a teacher no two lessons are ever the same not just because of the different content that is taught but because of the different individuals whom I have met in the classroom and how they react to it. This is what has always made my role as Head of History refreshing and interesting. You never know the type of reaction which you are going to receive from students and this is what makes the job so satisfying. Added to this during my time at BGS I have had the opportunity to work with many outstanding professionals within the department who have become close colleagues and friends. It has been a real privilege to have worked with the current History Department (Mrs Spencer, Mr Martin, Miss Hodkin and Miss Custer) as well as Mr Gilmore in the past all of whom I have had the pleasure to appoint as teachers of History (yes, even Mr Gilmore!).

In addition to being Head of History I have enjoyed immensely the role of being a form tutor (from Year 7 to Year 13) and have had the pleasure to work with many supportive Directors of Studies over the years and been a tutor to many forms. These have all been great, especially those in Year 12 & Year 13 working with Miss Leffen and Miss Aspill as Directors of Studies and Mr Martin as Head of Sixth Form although 8RJG/9RJG of 1994 to 1996, as they were my first form at BGS, remain slightly special!

Q

Any final words of wisdom and advice for students?

Make the most of every opportunity which comes your way at BGS as it really is a wonderful community. I am very much of the view that you make your own luck in life as everyone has their "ups and downs". It is how you respond to them that is important. Work to the best of your ability in your studies but try to go beyond this by giving something back to the school which can help those around you. Your time at BGS is a relatively short one in terms of life experiences but it is a formative one and it passes by quickly so you want to be confident in saying when you leave that you "gave it your all!" I never thought when I came to BGS for my interview with Mr Jones in May 1994 for a job as a History teacher that I would still be here 32 years later! The fact that I am and that it has flown by so quickly is a testament to what BGS is all about! Although I will miss it a great deal (both teachers and students) I feel it is now time to move on and begin a new chapter!

Q

What are you going on to do in the future?

In the future I intend to travel as much as I can and explore in more depth some of the places which I have had the pleasure of teaching about for many years. I am particularly interested in North America (the United States and Canada) as well as many different parts of Europe to absorb the history and culture of both of these parts of the world. I have visited some of them in the past but have not had the time to explore them as much as I would like. This limitation will no longer be there as I will no longer be teaching! In addition I intend to spend time gardening as I have always found it incredibly therapeutic. So different from being in school, wearing a suit & tie. It is a pastime that helps me unwind from the pressures of life as it is so different from the "day job" of being a teacher.

MISS PETRIE



MISS PETRIE IS RETIRING AT THE END OF THE SUMMER TERM: SHE HAS WORKED AT BGS FOR 20 YEARS

Q

What is your favourite memory of teaching at BGS?

I've been here quite a while so I have lots of lovely memories - it would be very difficult to choose just one! So, in general, some are of Y7s being very excited when they use a Bunsen burner for the first time, students being amazed at what they can see down a microscope once it has been focused correctly and the times I've spent on the many trips that I have been lucky to participate in!

Q

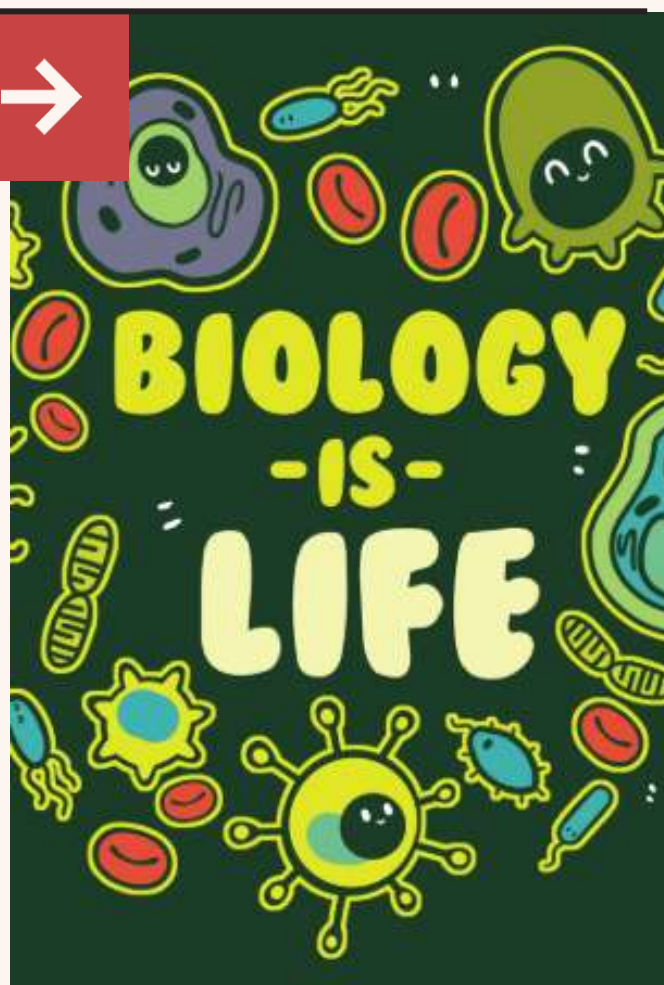
When did you start teaching at BGS? Has BGS changed in the time you have worked here?

I started teaching here in 2006. Yes, BGS has changed. One way is that technology has advanced a lot and now much more is done on-line. Another is that we have evolved from an A-level/IB hybrid to all IB and now to all A-level.

Q

What was your favourite part of teaching Science?

Topic-wise it would be microbiology & immunity (- those are my specialisms). Activity-wise it would be the experiments - it's always very exciting when the Y12s manage to find mitosis happening in their root tip squashes!



Q

What was your favourite part of teaching Science?

I'm going to stay in London for a while as there is still lots that I want to see & do. Also, I'm going to do some more travelling. And, I seem to be suffering from what the Japanese call tsundoku so I'm going to do lots of reading! Once I've done all that, I'm going to move back to Scotland!

Q

What was your favourite part of teaching Science?

A couple of rather obvious ones! Always give anything you do your best effort! And always do your homework on the night it is set! 😊

MRS GODDARD



MRS GODDARD CAME TO BGS AS HEAD OF MUSIC IN 2018 AND IS LEAVING TO BE A DEPUTY DIRECTOR OF MUSIC AT VALLEY INVICTA'S ACADEMY TRUST IN KENT: OMOLADE PAUL TAIWO INTERVIEWED HER ABOUT HER TIME AT BGS

Mrs Goddard is a lovely Music teacher dedicated to helping her students express their artistic side. On a personal note, she has been a wonderful supervisor for my Extended Essay, helping me find useful sources and refine my language to aim high. She also provided me countless priceless nuggets of wisdom and even a textbook to help for early applicant interviews for music. As she moves onto new pastures and greater opportunities, Bexley Grammar School will miss her dearly, but she has a few parting words of advice for future students.



Q

What is your favourite memory of teaching at BGS?

Oh, there are too many to count! All the shows, musicals, concerts... But to name a few, taking Senior Choir to the Jack Petchey competition in Feb 2020 and being able to perform with Chamber Choir at Chapel at Old Royal Naval College are two highlights that spring to mind.

Q

What was your favourite part of being a form tutor?

Watching form grow into the citizens of the future and guiding them on the UCAS process to help them realise their future ambitions and, of course, seeing and celebrating their success by Y13.

Q

What was your favourite part of being Head of Music?

Being part of students' musical journeys and watching them become the musicians of the future: whilst that sounds really corny, I love the fact that a lot of our students have studied many subjects at university, but still keep their lifelong passion for music.

Q

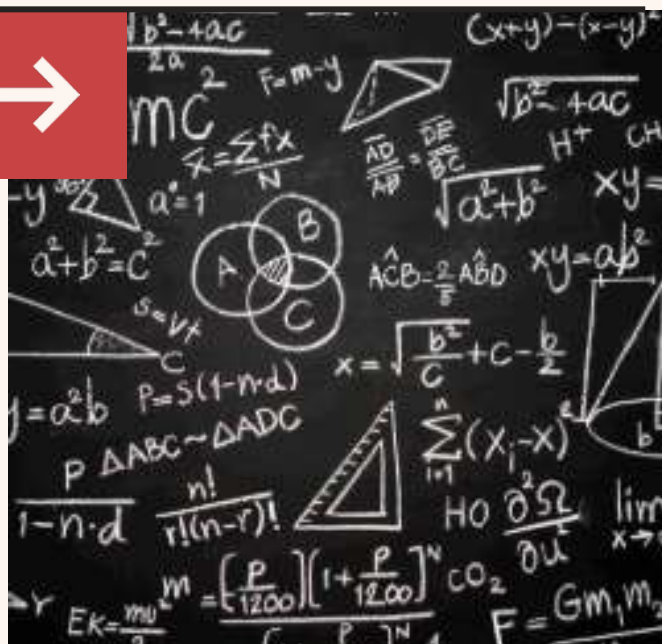
Any final words of wisdom and advice for students?

- Always wear a smile on your face
- Never be afraid to say 'yes' to an opportunity - even if it scares you, sometimes it can be good scary!
- Canva is amazing, if you want a good presentation

MISS CHANDRA



Miss Chandra joined us in the Maths department in 2024 from Chiselhurst School for Girls. She will be leaving this summer to hopefully pursue a Masters qualification in Data Analytics. We wish her the very best in her future endeavours,



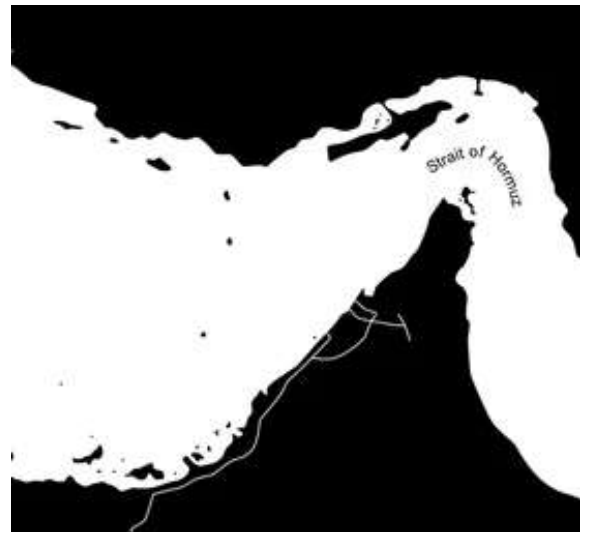
MISS WHITE



Miss White is leaving us after her Maternity cover for Miss Brand in the MFL department teaching French and Italian. She will be teaching in a new school in January but in the meantime, she is going to take the opportunity to travel.

We wish her all the very best in her new school and on all her adventures.

COULD THE STRAIT OF HORMUZ HELP SAVE THE PLANET?



James Vrionides and Ashna Adhikari

No, reader. You haven't gone crazy. The price of oil has skyrocketed since March.

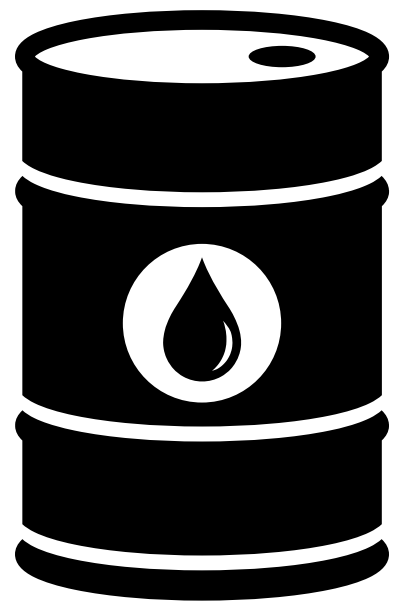
Which has trickled down into everything we do — heating, travelling, even eating. The verdict is clear: we are in yet another energy crisis.

This raises a critical question: when the world loses oil to the single most important route exporting it, how does it survive? And, perhaps more interestingly, could these survival mechanisms help us save the planet?

First, why is oil so valuable?

Much to the delight of the Chemistry department, crude oil is liquid gold. Not only is it energy dense, but it is also abundant and easy to extract.

Oil fuels our engines, paves our roads, and heats our homes. It forms the basis of medicines, packaging, even clothes. It is the beating heart of the products we use every day. It's no wonder, then, why the oil industry is one of the most lucrative in the world.



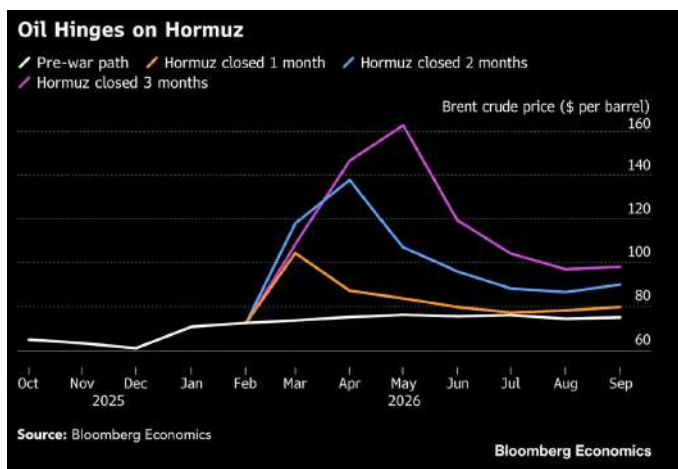
**Nor is it a wonder why
it's so easy to take for
granted.**

Why have prices gone up?

As you may know, the Gulf exports a major proportion of the world's oil. So when its trade routes are restricted, prices rise — a classic case of supply and demand.

As a general rule of thumb, a \$10 increase in the price of a barrel of oil often leads to inflation rising by around 0.3% in the short-term.

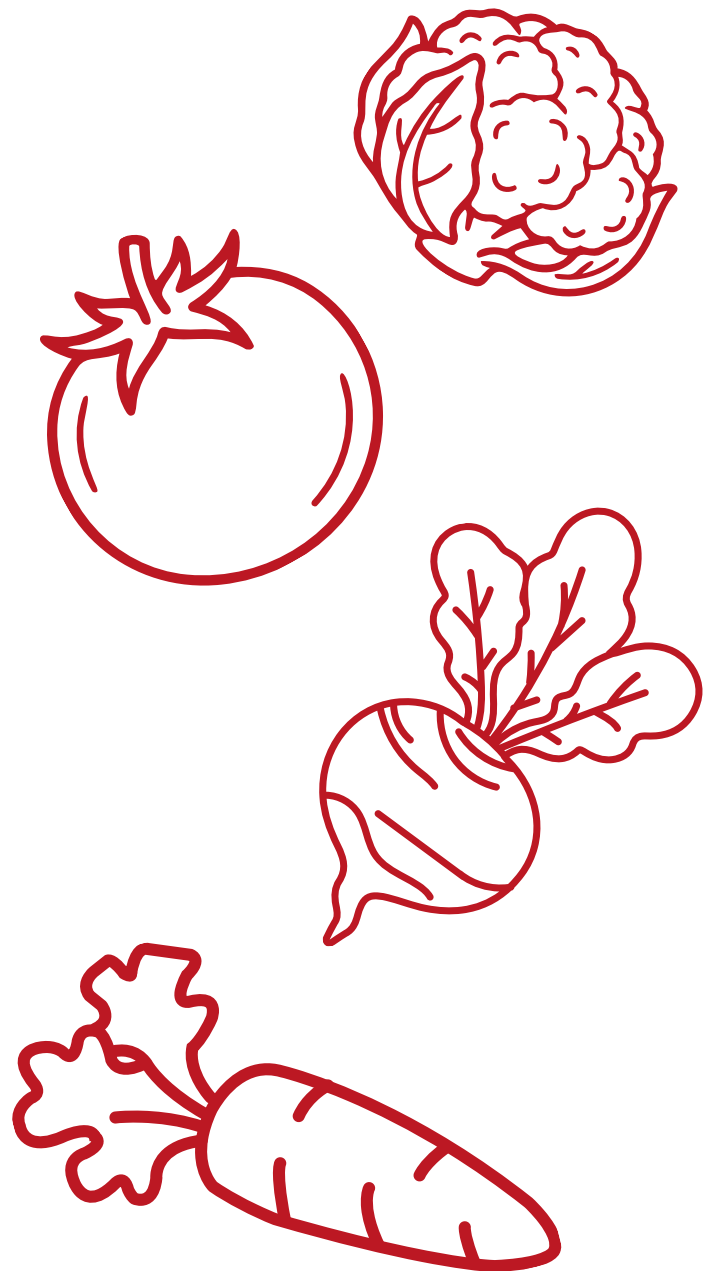
But not only have oil prices gone up, but they're projected to stay up.



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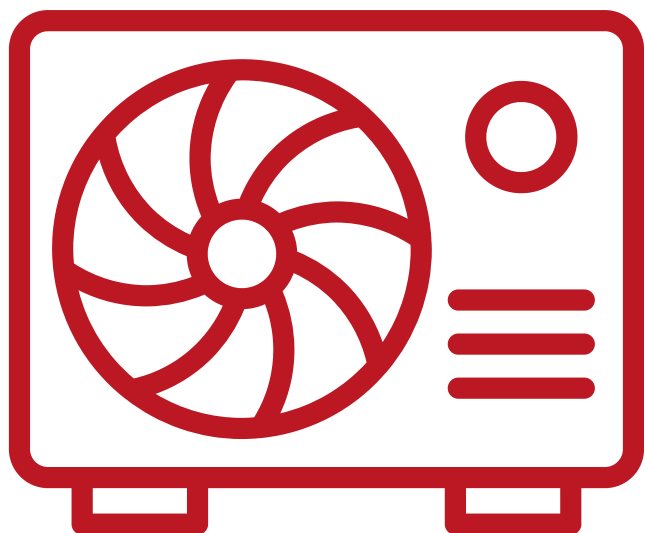
The reasons for this are twofold: first, severe disruption to shipping in the Strait of Hormuz has increased risk perceptions. Oil supplies are no longer guaranteed, so countries and companies alike must build reserves and treat oil as more valuable. Second, damage to oil infrastructure has also made oil production in the Gulf more expensive, adding further long-term upwards pressure on prices.

But it's not just oil that's in danger. The price of urea, an artificial fertiliser, has increased by over 50% since the start of the war for the same reason: about a quarter of the oil-hungry production of synthetic fertiliser in the world happens in the Gulf. And what does that mean? Food prices also go up; because if they didn't, farmers would simply be unable to afford the rising costs of fertilisers and oil required to keep up with the demand for produce.



How does this link to our planet?

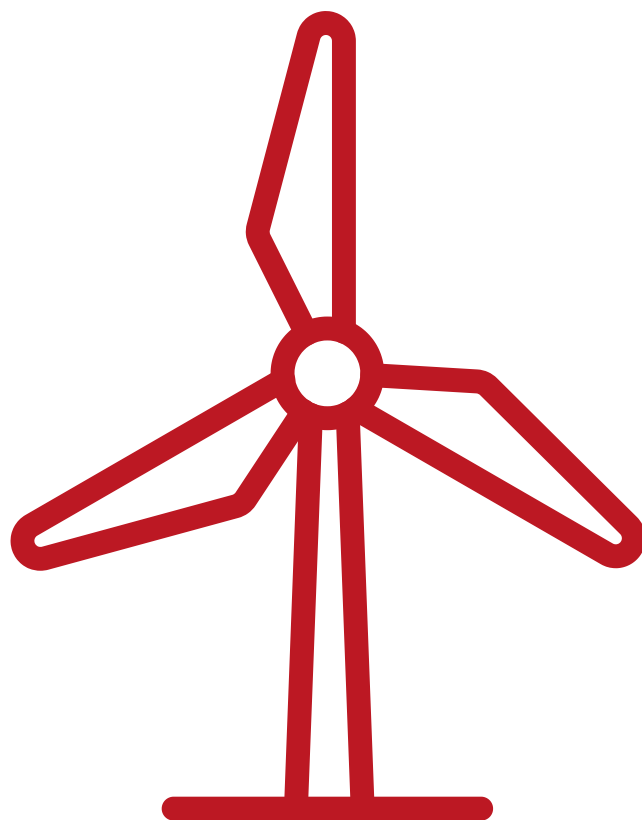
To adapt to increased oil prices, countries might just have to reduce how much oil they use — which is exactly what the climate scientists have been urging for the past decade. There are many solutions, but what could they mean for the climate crisis?



You may have heard of heat pumps, which ‘suck in’ heat energy from the outside and channel it into a house, kind of like a reverse refrigerator. This is a well-established mechanism that heats over two thirds of Norway’s homes in the winter and permanently reduces a house’s reliance on oil, leading to something known as ‘demand destruction’ as, in the long-term, installing a heat pump becomes the cheaper option and consumers won’t want to switch back to using oil as a result.

Of course, there is also the notion that renewable electricity sources

can fill the gap created by the oil shock. This is actually an ongoing process, with the decrease in fossil fuel generation in 2025 exemplifying this. Solar and wind are now more affordable than ever, thanks mostly to increased deployment spurring innovation; for every doubling of global solar capacity, producers tend to find ways to make generation around 20% cheaper. Given this, the oil shock might give renewable energy the perfect opportunity to shine.



This isn’t just limited to solar and wind, though: nuclear energy also looks to be on the rise due to a newfound nuclear affinity by politicians — even in places like Japan, home to the infamous Fukushima Disaster.



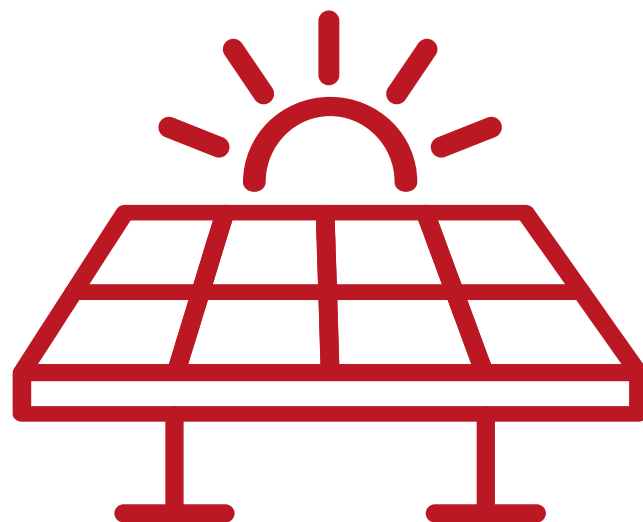
Since most of the cost of generating using these sources is incurred in their construction rather than generation, demand may be destroyed further with these clean energy sources, albeit on a much larger scale than that of the heat pump.

These can help to reduce greenhouse gas emissions that the combustion of fossil fuels would otherwise release, helping to mitigate climate change while ensuring energy security — something that grows increasingly urgent as the Strait of Hormuz remains restricted.

What are the drawbacks?

As expected, these solutions are not without their limitations. Perhaps the most obvious one is the high upfront costs and set-up times, which may be unaffordable for some countries, particularly developing ones, where energy demand may be rising exponentially.

Let's take a solar energy farm for example. Peak electricity demand in Eritrea, a developing country in Eastern Africa, sits at around 70MW. To build a solar plant with that capacity would cost close to \$70 million: \$50 million for the solar panels, and \$20 million for the battery storage (to store surplus energy during potential blackouts). The cost of this hypothetical megaproject would be equivalent to the yearly incomes of almost 100,000 Eritreans, and around 10% of the government's annual revenue. Even then, don't forget that corruption could drive costs even higher, with resource constraints and a lack of skilled labour most likely complicating it further.



COP29 aimed to address precisely this issue through climate financing for countries like Eritrea during their meeting in Baku, Azerbaijan back in November 2024. Key goals from this conference included the allocation of over \$300 billion USD annually to them by 2035 to achieve just that, up from the previous goal of \$100 billion USD.

Though whether this will achieve much is up for debate since Simon Stiell, the Executive Secretary of UN Climate Change, remarked that ‘we leave Baku with a mountain of work to do’. Some politicians may even oppose attempts to mitigate climate change, be it through withdrawing from the Paris Agreement or setting up new power stations powered by oil and natural gas to quench a nation’s thirst for energy — in favour of short-term economic growth over long-term environmental action.



Not only that, but these solutions are likely unfeasible in the face of a sudden energy crisis. Nuclear plants can take decades to build, so why focus on long-term solutions to energy insecurity when citizens are fighting over oil and gas? Focusing solely on environmental sustainability, though favourable, doesn’t aptly address the here-and-now regarding the crisis: food and energy. Can a country really change its energy infrastructure faster than its citizens can go without food?

“CAN A COUNTRY REALLY CHANGE ITS ENERGY INFRASTRUCTURE FASTER THAN ITS CITIZENS CAN GO WITHOUT FOOD?”

So... what now?

Despite its issues, this war could, strangely enough, be a catalyst for change. The realisation that oil is not a resource to take for granted may encourage leaders to search for methods of achieving energy security without it — ones that don’t hinge on global political stability.

Reduced reliance on oil may help in the fight against climate change by cutting down on carbon emissions, but...

COULD IT HELP SAVE THE PLANET?

Maybe temporarily, though we can’t say for sure.



THE PSYCHOLOGY OF FIRST

Impressions

by Guin Homfray

We live in a world that tells us not to judge a book by its cover, yet our brains do exactly that before we even realize it. First impressions are like psychological reflexes. They happen instantly and automatically: in the first few seconds of meeting someone, our minds are already assessing them: Are they friendly? Are they confident? Are they someone I can trust? These judgments form so quickly that by the time we finish a conversation, part of our opinion is already locked in.

Once our mind paints a picture, we tend to keep filling in the details to match it. Studies also show that our opinions are shaped long before we have any real information; in the first fraction of a second, our brains scan for cues: facial expressions, body language, posture, appearance, features, symmetry and confidence, all of which trigger mental shortcuts, known as heuristics.



This is where the halo effect comes into play—our tendency to let one positive characteristic create an overall positive impression. If a person is attractive, well-dressed, or charismatic, we automatically assume they have other good qualities: more trustworthy, more intelligent, more capable, even when we have no evidence for it.

This started all the way back in the Stone Age where early humans survived by choosing mates who showed signs of health, fertility, and strong genetics—traits that increased the chances of producing healthy offspring. Features like facial symmetry and physical strength were subconscious indicators of good health, so our ancestors naturally gravitated toward them, and that still exists today.

For example, in many animals stronger physical characteristics are treated

not only as healthier mates but also as more dominant or more capable overall. Peahens prefer peacocks with fuller, more symmetrical tail feathers—not just because the feathers look good, but because those traits signal good genes. But, as humans are more complex, it can affect people's lives in surprisingly serious ways.

The most famous case study showed a criminal named Jeremy Meeks whose mugshot went viral on social media and was sentenced 27 months in prison (but only served 13) for substance abuse, robbery, GBH to a minor, firearm possession and was a member of the North Side Crips gang.

Multiple studies have found that physical attractiveness can influence how harshly someone is judged. On average, more attractive defendants tend to receive lighter fines and shorter sentences than less attractive defendants for the same crimes.

So what do we do with this knowledge?

The first step is awareness. And when we're in positions of influence—whether hiring, teaching, evaluating, or voting—we can make a deliberate effort to base our decisions on evidence, not instinctive biases.

Because at the end of the day, someone's character, integrity, and intentions cannot be measured in the first three seconds we meet them—nor should they be judged by appearance alone.



ADAM SMITH: THE FATHER OF ECONOMICS

BY ABIR S-JOHAL

In Science, or Maths as a matter of fact, the ‘founders’ of numerous doctrines that dictate many aspects of our lives and broader surroundings are widespread: people such as Issac Newton or Einstein. I mean who would not know them, as they are so immensely significant? On the other side of this platter of ‘discoveries’ resides a man who has revolutionised and revitalised Economics, to the point that this person’s revelations are still surprisingly relevant to our modern society. However, you all may be pondering who this man is? He is, after all, unbeknownst to many and only known to a niche of ‘economics fanatics’. Let me enthusiastically present all of you to Adam Smith. What legislations did he fabricate and codify that must be noted? That answer will be known to you soon...

Adam Smith wrote the book ‘The Wealth of Nations’, which essentially discussed the act of free trade, division of labour and capitalism. This book criticised mercantillism, which advocated for an increase of exports, protectionism by a nation on the businesses, and subsidies for domestic businesses through monopolies. Adam Smith declared a more economically sustainable method of economic growth through a free market economy, where a market is dictated by supply and demand, with a laissez-faire government. Furthermore, Adam Smith advocated for consumers and customers rather than producers, which was the objective of Mercantilism.

Let me introduce to you the ‘invisible hand’: Have you ever heard of this phrase before or even wondered what it means?

Essentially, it is renowned for discussing how consumers/customers act within a free market causing it to benefit society of all, due to sustainable supply and demand curves, as well as higher incentives without government intervention. This was a metaphor coined by The Father Of Economics, Adam Smith, to describe these actions mentioned.

Now, you may demand how this relates to the actual relevance of the highly accredited economist, but I shall delve into how his discoveries have established this Scottish Economist into arguably one of the most innovative and essential people ever. These ‘discoveries’ have shone a beacon of light into an economically sustainable method that dictates our modern society as well as how people purchasing products equates to a higher economic output for instance.

He has altered our once decaying, grotesque economic model of Mercantilism into a model that ought to be admired and respected by all. We all assume that the system of ‘money’ was always embroidered into our society, but many forget to recognise the prodigy behind how almost everything operates in our free market system.

So, let's shine a light on Adam Smith, who has ‘revolutionised and revitalised economics’. After all, he is in the leagues of Issac Newton and Einstein, but on the ‘opposite side of the platter’.



AI - The Next Leap Forward

BY YURI HOYTE

The topic of Artificial Intelligence (AI) has consistently appeared in the news these past few years, as people become increasingly familiar with using new tools such as ChatGPT and Gemini. Before exploring the future with AI, it is important to identify that AI has been integrated within our society since decades ago; from prediction AI such as youtube predicting your favourite video and credit card flagging, to a more recent shift towards machine learning AI- famously highlighted by the Deep Blue AI defeating chess grandmaster Gary Kasparov - AI has been prevalent in society since the 1960s. In very recent years we have begun to also integrate Generative AI - through Chatbots such as ChatGPT who can generate content based on data it has learnt - into our lives which is where I would like to draw our attention to.



Understandably, many people have concerns regarding Job security as AI gains new capacity with the potential to massively change what people are required, or not required to do, in the workplace. However it is important to remember that this is not the first time Job markets have experienced change: 500 years ago over 65% of the UK population worked 12-14 hours a day on farms, and just 300 years ago people worried that the introduction of machinery would destroy jobs and “deskill” labour.

Although some jobs will inevitably disappear and certain skills will become displaced, the vast majority of jobs - involving risk, empathy, innovation and labour - cannot be replaced by AI which will instead act as a tool for multiplying productivity and decreasing our workloads. For example, GitHub claims developers are now able to complete tasks 55% faster by using it as a productive tool paired with human oversight. Even for skills that become displaced by AI, people will still be needed in advisory roles as they have decades of experience suggesting nobody is truly left behind as AI progresses.

Now for some numbers: by 2030, AI is projected to produce a net gain of 78million jobs and expand the global economy by 10%! Indirectly, the boom in AI infrastructure increases the demand for blue collar (manual labour) jobs, increasing their wages and decreasing income inequality as well as doing things such as providing millions with the ability to instantly gain a credit card with prelogged credit scores, evening the playing field and decreasing global inequality.

AI also has the capacity to lift entire communities out of subsistence poverty as AI-driven precision agriculture has already demonstrated its capacity to double or triple crop yields. Finally, AI has already begun to lower the price of digital goods and lower startup costs for businesses mean entrepreneurship has never been easier, increasing everybody's chances at succeeding and improving their lives!

The future of AI is one of uncertainty as well as hope. Developing countries for example have historically become richer by shifting towards entry level work that AI has begun to largely automate. However as more money is invested into AI and the industry continues to grow, jobs will indisputably be created that require human oversight and administration. Ultimately, AI has the capacity to make everybody richer and create more opportunity for everyone so it is up to us to utilize it as a tool for enhancing our lives.





THE PSYCHOLOGY BEHIND HOROSCOPES

BY MILLIE LAMING

I can tell you exactly what you're like, and what your near future -also known as next week- shall hold. Don't believe me? Well...

I believe that you are very detail-oriented, resilient and determined, and that you need to be mindful that you are not overly critical or demanding of those around you, yourself included. As for next week's endeavours, I predict that there is success waiting for you, you just have to ask for it. No one (except I) can read your mind. If you reach out to your support group, whoever that may be, you will get what you need out of this next week.



Sound familiar? Can you relate that to your own experience - even for a second? Well I must confess, I am but a fraud! Gasp (this isn't shocking if you were one of the people who was not tricked)! This is how horoscopes work: they employ a number of mechanisms to ensure that you read them, and follow them, and I want to help you understand why they work as well as they do.

Astrology is the study of how the positioning of planets and stars are believed to impact human disposition and their lives. It is generally considered a pseudoscience, over being just a science, due to the fact that there's no scientific research to support it, and no systems that validate its premises.



Created in the Old Babylonian period over 2,000 years ago, it has been seen to gain popularity during tumultuous times, when people are desperate for an explanation to something. This consistent resurgence of astrological beliefs can be seen through records of the Black Death and Great Plague of England (of 1346 and 1665), with astrology being used to explain these tragedies (in the former's case, due to the triple alignment of Saturn, Jupiter and Mars that occurred on the 20th of March that year). This trend was followed with interest in astrology rising during the Great Depression in the 1930s, and in Germany between the two World Wars. And this resurgence again was observed more recently during COVID-19, where terms like 'Astrology' and 'Birth Chart' hit a 5-year high on Google at the end of 2020. But I'm sure you're asking- why? Why does this continue to happen?

In response to this, Jennifer Freed, PhD, psychologist and astrologist answered 'Because so many of the traditional institutions have failed to provide a meaningful map for people. Also, astrology, unlike those institutions, has been a welcoming place for all people'.

Now, I want to give you a word of warning, nothing I will talk about after this point is entirely definitive, as is the way of psychology. There may be evidence to back it up, but that does not mean it is definitely right, these are all theories to explain how horoscopes may work so effectively.



A prominent theory of these is The Barnum effect, which is the term given to when you accept vague and general descriptions that feel personalised because they are broad enough to fit anyone. This effect proposedly causes people to believe that descriptions, like my one, are accurate to each individual because they represent how the readers see themselves, and therefore it is deemed accurate, and it is named after P.T Barnum, a 19th century showman who made a living promoting hoaxes and pranks. This effect can not only convince us that these paragraphs are accurate, but can also convince some that the person creating them has supernatural abilities- a bit like how people think the creators of the Simpsons do. This effect is supported by a study by Bertram Forer who studied the students in his introductory psychology course.

He gave each student a text similar to mine, and told them they were the results of a personality test they had previously filled out. When given their text, Forer asked each student to raise their hand if they thought the text described them well, and a shockingly high proportion of the room put their hand in the air. Here, Forer gave us evidence (but not proof) that our judgement can be faulty, and we can easily be fooled into believing predictions about ourselves- supporting the Barnum effect.

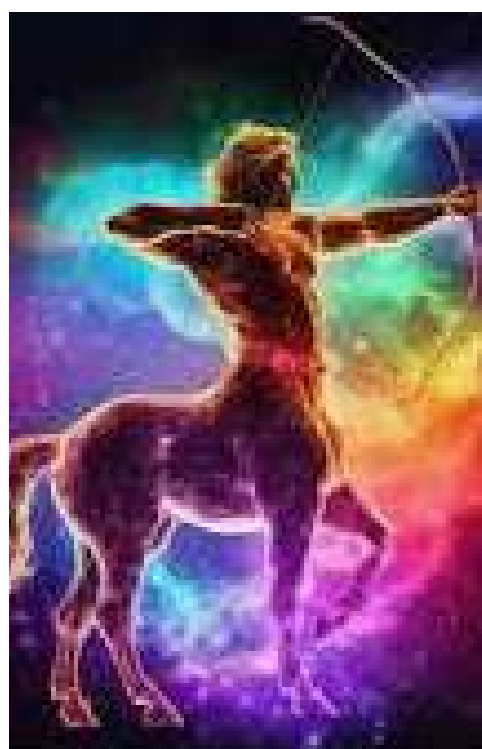


There are of course, other explanations for the popularity of astrology, such as with confirmation bias (using a mental shortcut to confirm your original beliefs, in this case about yourself, rather than disproving your beliefs), subjective validation (finding deep and validating meaning in consistencies with our personal views of ourselves), a sense of control (astrology offers a way to view and understand the world- something we as a species crave, and this could explain why it's looked to so consistently throughout history despite differing -and often more researched- explanations- as it can help us face uncertain, ambiguous times),



it can create a sense of belonging and identity, helping us better understand ourselves if we often struggle to -which most of us teenagers probably do-, and helping us make connections with other similarly-minded individuals which can give people friendship (something that was particularly important during COVID isolation, when we couldn't leave to meet our friends) and it could always help those with an external locus of control (people who believe things happen to them, rather than them impacting what happens, by giving them an explanation for both the bad and good that happens in their lives).

To cut a long story short, nobody really knows why horoscopes work the way they do- they just do, because we desperately (and sometimes subconsciously) want to understand the world around us, and this is just one way to do it. But I hope through reading this, I've offered you some possible solutions that you can take with you into the future, that will help you to make sense of the world, and to maybe not believe in magic and fortune telling anymore (if you did)- sorry Magicians!



INTROVERT, EXTROVERT OR... NEITHER?

And are
you an
'otrovert?

By Ashna Adhikari



I don't know about you, but I've had a quiet obsession over MBTI for the past few years. I take the 16 personalities test regularly, and check it against what sakinorva.net tells me, before evaluating it with ChatGPT to determine which 4 letters perfectly encapsulate my personality.



If that sounds like pseudoscientific bogus, I don't blame you, because it probably is. And yet I still find myself drifting towards it compulsively. I do not follow it religiously, but I use it as a framework to try and make sense of how I as well as those around me process the world we live in. It's a canvas to me, not a piece of art.

The main idea I follow from MBTI is that everyone has a 'cognitive stack', which was adapted from the theories of Carl Jung, the

founding father of the concept.

Put simply, there are 8 cognitive functions, 4 introverted and 4 extroverted, that everyone uses, all stacked in a different order.

Ne Extroverted Intuition	Ni Introverted Intuition	Se Extroverted Sensing	Si Introverted Sensing
Te Extroverted Thinking	Ti Introverted Thinking	Fe Extroverted Feeling	Fi Introverted Feeling

Both introverts and extroverts use a combination of these functions to

different degrees, leading to the emergence of different personalities who interpret the world differently to one another.

The ideas of introversion and extroversion have been critical in helping people understand their psychology, as well as those around them, with ambiversion aiding as the 'grey area' for discussions to highlight how these terms aren't just discrete labels but are part of a continuous spectrum that everyone falls under.

In practice, at least.

Because some argue that this is wrong. Very wrong.



Enter Rami Kaminski, an American psychiatrist who recently posed the idea of an 'otrovert' in his book, 'The Gift of Not Belonging'. 'Otroverts' (literally, 'other-facing')

are fiercely independent individuals who refuse to conform to social norms and feel as though they are outsiders. They don't see this as a source of shame, but of strength; they feel pride knowing that their thoughts and actions are their own, and that nobody is forcing them to appeal to a majority.

Intrigued by this concept, I felt the need to ask if I was one myself, as I'd never quite felt as though I was as introverted as websites were telling me, nor as extroverted as my friends claimed I was. And I thought the definition of 'ambivert' fit me loosely, but not comfortably; declaring I was one felt a little awkward.

So I decided to take the 'Are you an otrovert?' test on the official website to investigate.

After answering a few questions about myself, and sharing my email address with them, I got my result:

I am an otrovert.

I would expect to feel clarity upon this newfound revelation of the sort, but that was certainly not the case. Despite resonating with many of the 'otrovert sentiments' stated on the slides I was given about my result, I felt some of them were

both incredibly vague yet oddly specific.

For instance, one of the statements was that I have an interest in biology. While this was certainly true for me, I can't quite see how otroversion plays a large role in determining such an interest within a person. This sentiment seemed far more anecdotal and somewhat self-serving than grounded in logic, and the correlation between these two aspects appeared quite weak to me.

This contrasts starkly with another one of the sentiments Kaminski highlighted: the feeling of disconnect surrounding religion. Though not all agnostics are otroverts, I hope why this feeling emerges for many is clear: if you don't feel like you're a part of any group, why be a part of one? The group in this case is, of course, the religious circle an otrovert may feel they are being involuntarily surrounded by. And I certainly relate to this feeling, especially as someone whose parents follow many practices of religion that I simply can't seem to understand no matter how much I try to relate to them.

But perhaps part of this stems

from a feeling of cultural disconnect, rather than sheer otroversion as Kaminski might suggest. He hypothesises that everyone was born an otrovert, and that our unique lived experiences determine whether or not we feel the group is like us.



Part of me views this as a form of complex impostor syndrome, stemming from multiple streams of input dictating how we view ourselves. If a person has never learned how to connect with others, they may be more inclined to label themselves as an 'otrovert' as a form of protection. They might not feel like part of a group because they were never really part of any at all. Or that they were brushed to the side, which blossomed into resentment that forced them to develop resilience to stop spiralling into despair or

disappointment from others in pursuit of human connection.

Because, at the end of the day, we are social beings. It is in our very nature to connect with others, even if such endeavours remain hopeless for some. And it's not natural to subconsciously push people away unless you feel you've had to do that your whole life.



Yes, it is difficult to un-learn such patterns of thinking about people, and these feelings of loneliness don't go away overnight. But having a label to cling onto can feel comforting in a world that demands something from you. This is not to say that there's a way to 'fix' otroversion, but that it can help those who do identify as otroverts understand why they feel the way they are.

In learning about otroversion, I've learned why I've felt my feelings of loneliness and embraced them, re-

framing them as a strength rather than a burden. My unique lived experience has shaped my identity, in both good and bad ways that can't be taken away from me regardless of what comes next. No, I'm not going to use this label as a piece of art to define me, but as a canvas.

Where does that leave those 4 letters I mentioned at the start, you may ask? Learning about them have been enlightening, helping me understand myself in ways I thought were inconceivable at first, shedding light on aspects of my personality I previously neglected. Which, I hope, have made me a better person.



That being said, I don't blame you if you still think this is all pseudoscientific bogus, because it probably is. But you know what? The self actualisation I've gained from learning about all of this will probably stick with me for the rest of my life.

And I'm glad I can say that.

Miss Sohees 2026 Spring/Summer Collection: 'Breathing Forms'

By Persia Solomon-Knox

Sohee Park was born on April 29th 1996 in Seoul, South Korea. She spent her childhood there until she moved to London, to attend UAL to study fashion at the Central Saint Martins college in London. She graduated in 2020 when she launched her debut collection, 'The Girl in Full Bloom' under her label Miss Sohee. As she couldn't hold a fashion show due to COVID-19, she had photos taken of her collection instead which went viral on Instagram, furthering her career. Now her most recent haute couture spring/summer collection called 'Breathing Forms', drew heavily from Park's South Korean heritage, specifically the landscapes she viewed while she was drinking tea which are intertwined with her traditional heritage, the natural landscape, and the modernity of our world today. I will go into depth on three of her gowns that encapsulate the feeling of freedom and resilience and skills of couture shown throughout this collection.



Sohee Park

Specific Colours



This first look is a sage green piece with a 1960's inspired cut with the hem of the bust creating an oval silhouette. This gown is crafted from silk organza, which is a sheer and lightweight open weave fabric, that is similar to chiffon (pixelkicks, 2021). This fabric is popular for couture gowns as it easily creates structured silhouettes along with flowy skirts and shawls. The main eye-catching aspect of this piece is the hand painted cherry blossoms that were brought to life by Park's traditional ink painting techniques. She chose ink painting for this gown as it is deeply rooted in traditional Korean culture, historically known as sumukhwa (Staff Hanguk, 2024). Additional embellishments were hand-applied with thread embroidery which were thousands of Swarovski crystals. This is to breathe life into the gowns, as they mimic natural elements such as sunlight reflecting off of cherry blossoms.

The second look is a structured dress adorned with an embroidered landscape of the Korean mountains, with a shawl of the same designs only ink painted this occasion. This look exudes femininity since the dress is figure-hugging and the base colour is nude, which is a celebration of the female body as an organism. The black Japanese sheer organza over a majority of the dress is a lightweight and translucent, plain woven fabric. This creates a dream-like depth causing the mountains to look like they are partially obscured by mist, as they are painted using traditional Korean ink paints which adds dimension to the piece. The subjects are of wisteria bamboo and the changing hues of the sky (Spring, 2026). The drapery also has hand-painted Korean Mountain landscape, which was inspired by 18th century Korean artist Kim Hong-do; Miss Sohee wanted to transport viewers into an idyllic historical setting through couture gowns.

Specific Colours





Lastly the third look I'll be analyzing is the striking white gown with a blue tiger across the bottom. Park was heavily inspired by antique white-and-cobalt porcelain. These colours capture royalty, elegance, and wisdom. Again this gown is a combination of traditional couture and Park's Korean heritage, but this time the cultural link is from the Jakhodo motif which is a traditional Korean folklore. While also known as Hojak-do or Kkachgi Horangi, the magpie and tiger are depicted together in ancient Joseon Dynasty Minhwa paintings (CosyColours, 2024). It was traditionally hung on the door during the New Year as a good luck charm that ward away evil spirits. The tiger is depicted as foolish and playful, while the magpie is depicted as clever and judgemental. As it is physically above the tiger the magpie believes it is "better" than the tiger "scolding" it. Park again hand-painted and hand-embroidered scenes on liquid glass silk organza, which creates a shimmering effect in the light.

Overall, Miss Sohee's Korean-couture collection 'Breathing Forms', is a very inspiring body of work. As Miss Sohee is an example of why one should embrace their heritage and reinvent their perception of it through their work (especially if it's creative).

Specific
Colours



Other Works from the Collection:



A black and white photograph featuring three models. In the center, a Black woman with a large afro is looking upwards, wearing a dark, pleated, long-sleeved top. To her left, a woman with long dark hair is looking towards the camera, wearing a light-colored, pleated, high-collared top. To the right, a person with short dark hair is looking away from the camera, wearing a dark, pleated, long-sleeved top. The background is a bright sky with scattered clouds. Overlaid on the image is the text 'WHO MADE YOUR CLOTHES?' in a large, light green, serif font.

WHO MADE YOUR CLOTHES?

By Helena Paprocka
Photography by Robbie Michalski

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*NO COPYING OF ANY KIND



Runways sparkle. Shopping bags swing from perfectly polished hands. Influencers smile into cameras wearing this week's "must have" outfit. Fashion sells us a dream- effortless, glamorous, untouchable.

But dreams have seams.

And some of them are stitched by children.

Behind every £5 top and overnight trend lies an uncomfortable truth that the fashion industry would rather blur behind flashing lights and curated campaigns. Across the world, children work exhausting hours in factories, surrounded by dangerous machinery and harmful chemicals, all to produce the clothes we wear once and forget about days later.

Cheap for us. Costly for them.

The International Labour Organization estimates that around 160 million children are involved in child labour worldwide. That number is impossible to ignore. Impossible to excuse. Yet fast fashion continues to thrive because us consumers are taught to crave more. More outfits. More trends. More "core aesthetics" that disappear as quickly as they arrive.

Wear. Post. Discard. Repeat.

Some argue that factory jobs provide income for struggling families.

In countries affected by poverty, every penny matters. Without work, some children may go hungry. It is a difficult reality, but does survival justify exploitation?

The Rana Plaza collapse of 2013 should have changed everything. 1,134 garment workers lost their lives when the factory building fell apart in Bangladesh, exposing the reality of unrealistically cheap clothing. For a moment, the world paid attention. People demanded change. But years later, the cycle continues.

Perhaps change begins with awareness. The industry survives on silence- on people looking at the finished product instead of the process behind it. But a generation raised around social media, individuality and self expression has the ability to redefine what modern luxury really means. Because nothing truly stylish should come at the expense of someone else's childhood.



CONFESSIONS OF A MAXIMALIST

A woman with long brown hair, wearing a strapless, floor-length pink tulle dress, is in a grocery store's produce section. She is leaning forward, reaching for a red bell pepper in a bin. She is holding a bouquet of brown sticks, possibly asparagus, in her left hand. The shelves are filled with various colorful vegetables like tomatoes, cucumbers, and bell peppers. The title 'CONFESSIONS OF A MAXIMALIST' is overlaid in large white serif font.

ON OVERDRESSING,
OVERTHINKING, AND
REFUSING TO DISAPPEAR
INTO BEIGE.

There is a particular kind of embarrassment that comes with realising you are overdressed.

It usually begins before you even enter the room. You spot people through the window first: trainers, hoodies, effortless casualness. Meanwhile, you are standing outside in heeled boots and a skirt dramatic enough to suggest you are either fleeing a glamorous European scandal or arriving at a private dinner in Milan rather than meeting friends for coffee.

At this point, there are only two options. You can either shrink into yourself, suddenly aware of every accessory decision you have ever made, or you can continue walking as though your outfit was entirely intentional all along.

Personally, I recommend the second option.

Being overdressed has become strangely unfashionable. We now live in an era obsessed with appearing effortless. Everyone wants to look as though they simply woke up attractive, threw on an oversized (and, who am I kidding, overpriced) jacket, and accidentally became aesthetically pleasing. Fashion today is carefully constructed to appear unconstructed.

The “clean girl” aesthetic claims to be minimal, yet somehow requires expensive skincare, gold jewellery, perfectly styled hair and a wardrobe curated almost entirely in neutral tones. Even the messy bun has become engineered.

Nothing is natural anymore- only strategically relaxed.

Perhaps that is why I have always admired people who dress with obvious intention. The woman in a silk scarf buying milk at the corner shop. The man reading on the train in an impossibly elegant wool coat. People who dress not because somebody online instructed them to, but because presentation itself feels expressive.

Fashion, at its best, should be theatrical. Not costume-like, but personal. A well-chosen outfit reveals something before a person has even spoken. Confidence, mood, ambition, insecurity, creativity- clothing communicates constantly, whether we admit it or not.

Of course, caring too much is deeply uncool.



There is an unspoken social rule that people should never appear overly invested in their appearance. We compliment others by saying they “didn’t even try,” as though effort somehow ruins beauty. Yet the same people claiming not to care will spend twenty minutes adjusting sleeves, checking reflections in shop windows and retaking photographs under better lighting.

We are all performing effortlessness for one another.

Still, there is something wonderfully defiant about overdressing anyway. About wearing the good coat to an ordinary dinner or putting on jewellery simply because the day feels dull without it. Fashion does not always need an occasion. Sometimes the occasion is simply wanting to feel like a more interesting version of yourself.

And yes, there are consequences. We of the maximalist persuasion suffer greatly. We freeze in winter because elegance refuses to acknowledge practical footwear. We carry tiny handbags incapable of holding anything useful. We dramatically remove coats upon entering restaurants as though arriving at a 19th century ballroom rather than a chain pasta restaurant beside a shopping centre.

But perhaps that is part of the fun. Because despite what modern fashion culture insists,

style should not always be practical, effortless or understated. Sometimes it should simply be enjoyable.

So if there is one thing I have learned, it is this: I would rather be remembered as the girl who was slightly overdressed than the one who looked exactly like everyone else.



A Midsummer Night's Dream

by Millie Laming

At the beginning of May, the year 7-9 cast of A Midsummer Night's dream got to open their doors and perform for audiences - both adults and family members, and schoolkids (with the casts both having the opportunity to travel to primary schools and show off their performing skills). It was a fantastic show, and it was really great watching everyone's individual talents shine in the performance, with it coming together really well onstage after months of rehearsal under the Drama Teachers. It was comedic with a unique 80s theme, and it was honestly really inspiring for the new generation of potential actors and actresses that watched the performances. It was enchanting, and truly a testament to the raw talent of these kids - it was an absolute pleasure working with you all, and being your right-wing manager!

And obviously, it couldn't have happened without Ms Westie, Gabriel and Mr Otley - thanks a bunch, and I can't wait to see the next plays from you 3 chaos coordinators!





SHREK!

BY LOUIS LUCKMAN

June 30th - July 3rd 2026 marked the BGS music department's annual school musical in which students and staff from across the school come together to produce a spectacular show for the community to enjoy. This year we were transported into the kingdom of Duloc to meet Shrek, Donkey, Fiona, Lord Farquaad, and a variety of other fairytale creatures and citizens.

This musical stands out to me because of the incredibly joyous nature encouraging audiences to let their freak flag wave and find true beauty in their characters and genuine relationships with others. And these values manifested in the amazing community and friendships built in the rehearsal and performance process.

Another thing that sets the BGS musical apart from so many other productions is our amazing live student orchestra and their beautiful accompaniment throughout the performances. Thank you to Mrs Eacott and all of the band for their continued effort (the commitment to be rehearsing on a Friday morning before school is incredible) and exceptional performance!

The magnitude and professionalism of the performances is what makes them so memorable but what audiences may not see is the countless days of work that go into the creation of another magical world before show week: whether it's the amazing costume work of Mrs Snelling and Mrs Goddard, the vocal rehearsals with Ms Eacott, the acting rehearsals with Mr Otley,

the choreography rehearsals with Ms Roberts and Mr Diebel, beautiful organisation by Miss Fisher, tech rehearsals with Mr Ross and Mr Asker, all of which directed with Mrs Casling's expert leadership and contributed to by the cast with dedication to each component.

Some of our highlights included the iconic and thoroughly rehearsed end number 'I'm a Believer', hosting the deputy mayor Cllr Fraser Brooks and hearing his kind words after the show, and performing to a sold out Friday show.

If you had the joy of seeing Shrek the musical, thank you for coming and supporting us and we hope you enjoyed it! If you missed out or can't get enough, keep an eye out for the next drama department's winter show: Happily Ever After, as well as the summer musical next year which we can't wait to be a part of!

KIRKMAN HOUSE NEWS

Miss Fisher

I should start by saying that at the end of the year we did not find ourselves in the top five houses...however, I do count the year as a success for many reasons.

We had a fantastic team of Captains, led by Zac and Aleks, who gave it their all in every competition. We had no missing or short-handed teams and the participation levels were great.

I loved working with this team! When time came to pass over to the new ones, we had so many applications it was a very hard job choosing. I am optimistic that Kris and Harvey's new team will be (already are!) equally dedicated.

What were our specific successes?

Y8 girls rounders, Junior girls netball/football, Junior table tennis, Y8 boys tennis, Inter Sports Day, Inter football, Y9 and 10 table tennis, inter photography, Library art, Senior Chess, House STEM (a bee box, now in Miss Fisher's garden providing a home for bees), and of course the bottle top collecting.

There were many other events where people stepped up and out of their comfort zones, and this to me is the real win.

Some of my assemblies have been on the themes of fruit and veg: and I would still encourage all Kirkmanites to have a go and be their own mango!

I'm very proud of everyone, and here's to next year!



WELLMAN HOUSE

NEWS

Ayaka Machida, Finley Ultridge and Mr Dawson

Being a Senior Wellman House Captain has been an amazing experience so far, largely because of the enthusiasm and involvement shown by everyone in the house. Throughout the year, it has been great to see students of all ages getting involved and representing Wellman in a range of events. Most recently, Sports Day, house cricket, tennis and rounders brought plenty of participation and effort from every year group. One of the best parts has been seeing older students encouraging the younger years and everyone supporting each other.

Being a Senior Wellman House Captain has been an amazing experience so far, largely because of the enthusiasm and involvement shown by everyone in the house. Throughout the year, it has been great to see students of all ages getting involved and representing Wellman in a range of events. Most recently, Sports Day, house cricket, tennis and rounders brought plenty of participation and effort from every year group. One of the best parts has been seeing older students encouraging the younger years and everyone getting involved together.

Although we are sad to see Miss Bellingham leave her role as Head of Wellman, while she is on Maternity Leave, we are grateful for her role in our winning year and all her hard work over the years! At the same time, we are excited to welcome Mr Dawson and look forward to the year ahead with him.



PROTHERO HOUSE

NEWS

by Miss Ashman

As the new school year gets into full swing, we took a moment to say a fond farewell to our outgoing Prothero House Captains, who served with great energy and commitment. In their place, we've warmly welcomed our new House Captains, who have already made a brilliant start. Each form greeted them with enthusiasm, and it's been fantastic to see the captains quickly build strong connections with their forms. Our House Captains for 2026-2027 are: Mia Nguyen, Eloise Newton, Dylan Banks, Diego De Jongh Martin, Bess Clements, Ariana Laing, Rafael De Souza-Plans, Kate Rooney-Douillet, Lewis Bryan, Prachi Thapa, Maia Tourral-Hopkins and Sid Farram. Mia and Eloise were awarded Senior House Captains.

One of the early highlights of the year was House Sports Day, where despite the rain, Prothero showed fantastic team spirit, determination, and had a whole lot of fun! The new captains stepped up to lead by example, and it was great to see everyone getting involved - check a snapshot of the team with Mr Husbands who stopped by to say hello!

But the excitement doesn't stop there. We're now looking ahead to even more House sport competitions, including cricket, tennis, and rounders. These events are a great opportunity for Prothero to shine once again, and we're excited to see the continued enthusiasm and teamwork across all year groups. As I said in my assembly, often it is what we gain from the experience that can be more valuable than winning!

I am incredibly proud of what Prothero continues to achieve, not just in competitions, but in the way we support one another and grow as a community. Here's to a fantastic year ahead; let's see if we can climb the rankings and improve on our 5th place finish at the end of last year!



MABBS HOUSE NEWS

by Miss Gabriel

We had an incredible year last year, missing out on first place by just 18 points! The fabulous Mabbs were outstanding. A huge thank you to Mrs Papp and Mrs Westergaard for supporting and leading Andy Whitmore and Shianne Henry, who were a dynamic duo. The wonderful Anoushka Sarashetti, Jake Moore-McCarthy, Celine Pan, Gabriel Okon-Rocha, Kareena Kumar, Gen Chin, Basika Rai, and Kennena Eneh were an integral part of Mabbs' success. Highlights included narrowly missing out on the top spots in House Music, House Dance, and House Drama. We had incredible near wins throughout the year. Thank you to every fabulous Mabbian out there!

I am so pleased to say that we are in first position after winning Sports Day and the Girls' House Cricket competition. We are hoping to be victorious in the upcoming events, as we have incredible teams. Lots of luck to 7DCC in the MFL Song Competition. Delilah and Candace have been excellent choreographers and could be a dynamic duo of the future!

I am so pleased to have a new team of enthusiastic House Captains: Eva Hewitt, Aashraya Karki, Ellie Cox, Anshika Krishnan, Dexter Matthews, Deslee Tukala, Mykaela Djekou, Olivia Moreton, Sadie Kelly, Kobe Pang, Lewis Hills, and Rohishan Pathmaruban. So far, they have led us to the top spot, and we hope to keep it that way. It would be a fitting way to celebrate the 30th year of Mabbs House!



COLLINS HOUSE NEWS

by Ms Westergaard

I joined Team Collins, becoming their Head of House in November and it has been an absolute pleasure working with and being part of an awesome House!

Collins and the House Captains of 25-26 made me feel instantly welcome, with a special thank you to Rachel and John (Senior Captains 25-26) who helped me navigate my way through the House system and showed me the ropes. The House Captain batons have now been passed over to a new team of House Captains, who are already working extremely hard to make this year a success.

Despite just missing out on a podium finish and making it into the top three (we came fourth), we had some fabulous successes last House Year including coming joint first in House Cookery, second in House Drama, first in Senior Photography and first in the House Library Art competition. The Collins House Planter team has also been working hard to keep the bulbs we planted in spring alive and kicking in this hot weather.

We have got off to a good start this House Year, coming second in Sports Day and currently standing in third position. With three more events this side of the summer holidays, I'm sure Collins will remain in the top three.

Obviously winning the House Cup is amazing and the icing on the cake, but what I'm more proud of is just how many students from Collins House have taken part in House events and competitions and have stepped out of their comfort zone, made friends and learnt new skills.

I can not wait to see what this House Year brings.



JOHNSON HOUSE NEWS

by Mr Asker

Well, what a nail-biting conclusion to the 25-26 competition. After all sorts of overt successes and covert competitions (at the end of the year Mrs Snelling keeps results hidden from us where she can!), Johnson continued the trend of year-on-year improvements and ended up in **THIRD PLACE!!!** I'd like to say we leapt up the table, but with our 366 points a mere five ahead of Collins' 361, it was definitely more of a sneak than a bound. Still, we're happy.

I'd like to pay tribute in this summary to the Y10 Johnson girls. They are, collectively, an incredible bunch of students, and their enthusiasm and engagement has been unwavering, which is unusual as our students get older. I can't remember such a large contingent of students in any class in the past giving as much to the House as they have, and I hope to see others take heed of their example and stick with being eagles for the entirety of their time at BGS.

A shout-out also to our new Y12 students. Volunteering to come in on Sports Day to take part in a race that might break you is something that lots of our older students won't do. While I love seeing Johnson come first, I enjoy at least as much the sight of a student sticking with an event and not giving up regardless of where they might be. Some are more blessed than others with athletic ability, but we can *all* build on our persistence and resilience, and there are some students in Y12 that, again, provided a fantastic example to everyone else in Johnson.

I continue to be grateful for the opportunity to lead such a wonderful group of students. The House system is a true celebration of the spirit of togetherness and participation, and to see it in action is heart-warming and life-affirming. Do I want Johnson to win? Absolutely! Do I mind if we don't win the competition but win others' respect by leaving it all out on the field (or chess board)? Not really. The House system brings the very best out of a lot of students. Winning the competition (which I'm confident we are preparing to do) is just a bonus. **GO JOHNSON!!!**



Thank you to our Heads of House and Mrs Snelling!



YEAR 8 IN REVIEW

FIRST GIVE

As we reach the end of another school year, it is a wonderful opportunity to look back on everything Year 8 has achieved. It has been a year filled with new experiences, personal growth, challenges, and moments that have reminded us what our community is all about. One of the highlights of the year has been seeing our students embrace the BGS values through the First Give Charity Programme. Whether raising awareness, supporting worthwhile causes, or giving back to the wider community, Year 8 demonstrated that making a difference is not always about grand gestures; it is about taking the initiative and showing compassion for others.



CAS AND DIPLOMA EVENING

This spirit of reflection has also been evident in the CAS Journals. Throughout the spring term, students have documented their experiences, celebrated their successes, and reflected honestly on the challenges they have faced. Learning to recognise not only what we have achieved but also how we have grown is an important skill, and it has been encouraging to see so many students engage thoughtfully with this process. Diploma Evening was another memorable occasion, allowing students to celebrate the effort and commitment they have shown throughout the year.

THE YEAR 8 STUDENT COUNCIL

This year has been an exciting one for our Year 8 Student Council representatives, who have worked hard to ensure the voices of Year 8 students were heard by sharing ideas and helping improve our school. One of their key initiatives was the PositiveBox, launched during an excellent assembly that promoted kindness, self-esteem, and recognition of others' positive qualities. Although it was not used as much as hoped, the project showed initiative, compassion, and the confidence to make a positive difference.

The Student Council also led an assembly during Mental Health Awareness Week, encouraging conversations about wellbeing and reminding everyone of the importance of supporting one another. Another thoughtful proposal was to create a quiet zone, a calm space for students who feel overwhelmed during the school day. It was encouraging to see students thinking not only about themselves but about the wellbeing of others. As we look ahead to next year, the Student Council is already planning new ways to support our school community, from fundraising for charities to developing initiatives that make our school an even more positive place to be.

LOOKING AHEAD

I would like to thank every member of Year 8. Each of you has contributed to this year's story in your own unique way. Whether through academic achievement, creativity, kindness, resilience, leadership, or simply supporting a friend when they needed it most, you have all helped shape the Year 8 community. I look forward to seeing all that you will accomplish in Year 9.

design and technology news

S U M M E R 2 0 2 6



In IB DT Higher we looked at the UN sustainability goals for inspiration for our major projects. Here is a small collection from a few of the projects

Bao N Year 13 Architecture Led

The Problem:

On my way home from school, I regularly see homeless

people between Woolwich

Station and Sainsbury's, making it feel like an important and personally relevant issue to explore in my IA. What I see daily reflects a larger problem that is greatly visible in government statistics that present homelessness rising in the UK. Homelessness numbers are rising globally due to factors such as poverty, a shortage of affordable housing, rising rents and limited access to welfare support (Shelter UK, 2023), making the problem difficult and serious to address. While not everyone on the street is legally considered homeless, some may have accommodation but sleep rough due to mental health, addiction, or other issues - meaning temporary, accessible shelter options remain vital.

The goal by the end of this project is to have designed a product that provides shelter for homeless people from harsh living conditions, whilst still being relatively compact. I aim to provide a more practical alternative to traditional shelters to my target users, which are homeless people of all ages, and allow for a relatively cheap and effective solution for shelter.

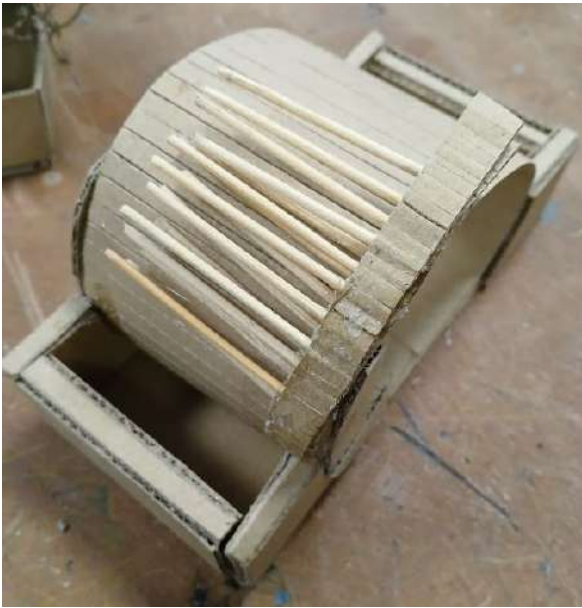
The shelter must be compact, durable, weather-resistant, and easy to use. Charities may invest in well-designed long-term solutions and there may be room for the addition of optional features. Research shows a clear need for affordable, durable shelters that effectively support homeless people facing harsh weather and limited resources, which are conditions which my product should help against Scale 1:6 model



design and technology news

S U M M E R 2 0 2 6

2



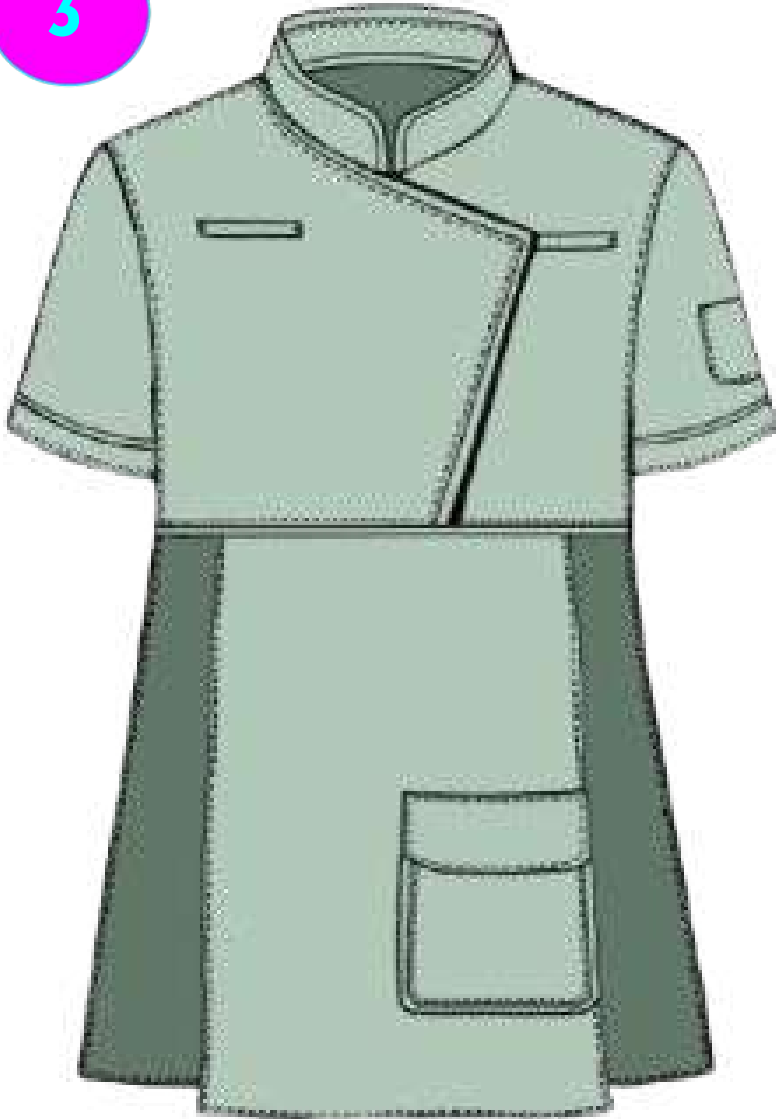
Elizabeth S Year 13 Urban Design

Wider issue: As urban populations increase, so does the need for welcoming architecture and features that can diversify and support recreational use. Current city streets often feature hostile architecture and environments that discourage spending too long in an area, which is detrimental to people's mental and physical health. I intend to design a prototype that alleviates psychological and physical discomfort that arises from being in central London by providing a place to rest that mimics rural environments, is cool, aesthetically pleasing, noticeable, fits 2-4 people and comfortable. My one off prototype must be modern, have cooling properties and must not fall into disrepair during harsh winter conditions. The design of the seat should be as ergonomic as possible to ensure the user can rest as much as possible. The product will be designed with those who sit on it as the primary users. The product must be reasonably priced in the eyes of London councils, who will purchase and install the product.

design and technology news

S U M M E R 2 0 2 6

3



Ibi S Year 13 Medical Textiles

Problem Statement

Healthcare workers are routinely exposed to bodily fluids, creating significant hygiene risks. In the UK, over 794,000 registered nurses and more than 340,000 health workers face contamination risks. Current NHS-issue polyester-rich scrubs prioritise cost and fluid resistance but compromise breathability and comfort, leading to extended wear of contaminated garments and reduced hygiene compliance. Contaminated clothing can contribute to hospital-acquired infections (HAIs), highlighting the need for improved, hygienic uniforms.

Design Brief

This project aims to develop a gender-neutral healthcare uniform that enhances hygiene and comfort. Using a fluid-resistant, breathable fabric, the design incorporates ventilation zones and ergonomic shaping to prevent heat retention and maintain mobility during 12-hour shifts while fitting diverse body types. The uniform must withstand high-temperature laundering and comply with hospital hygiene standards.



Based on conceptual modelling and feedback, both the user and Expert supported the **Green scrub top** as the most effective solution. It offers the best balance of comfort, protection and practicality. Conceptual modelling indicated that the deeper pockets are more practical, while the polyester cotton fabric showed best washability and fluid resistance. Gender neutral design was highly favoured. Therefore, **design 1** was selected for the final development.

design and technology news

S U M M E R 2 0 2 6

4

Adama J Year 13 Designing for the environment

Current Situation: Air pollution is a significant issue which has not halted its disastrous effects over the years. It is the contamination of the environment, by any chemical, physical or biological agent, modifying the atmosphere's natural characteristics, coming from pollutants such as carbon monoxide, nitrogen and sulphur dioxides, ozone, and particulate matter - including sources such as transportation, industry, agriculture, energy generation, construction, fires, landfills, chemicals etc.

Expected Outcome:
I will design and make a prototype filter capable of absorbing pollutants, blocking pollutants from pedestrians and able to indicate air pollution levels. This will be made in the form of a high fidelity prototype. From this prototype, users will benefit from better respiration, and a better understanding of air pollution on UK streets.



Why is it important to respect someone's pronouns?

There are multiple reasons why it is important to respect someone's pronouns.

One reason for why it is important is because it can make someone feel uncomfortable and unwelcome if you don't use their preferred pronouns. If someone uses They/Them pronouns, and you use he or she for them, it can make them feel like you have disrespected them, and can make them feel uncomfortable. It is also seen as discrimination, so you should always respect someone's pronouns.

Another reason on why it is important to respect pronouns is because it can make someone feel seen and welcomed. If you choose their preferred pronouns, they can feel more comfortable and happier.

Pronouns are used in every day life, and we use pronouns all the time. I just used one, we is a pronoun! If you constantly misgender someone, they have to go through misgendering every day, which can make them uncomfortable.

Please make sure to respect everyone's pronouns, no matter what they are. If they have she/her pronouns, respect them. He/him, respect them. They/them, respect them. If they have neopronouns, they still deserve to be respected.

Thank you <3



Inclusive Language

GEOGRAPHY taking learning to the field.

In the last few weeks the Geography department has taken the year 12 IB students and the year 10 GCSE students out of the classroom to carry out fieldwork. It has been a busy but hugely rewarding time.



Year 12: Residential at Juniper Hall, Surrey.

Students attended a 3 day residential to Juniper Hall field studies centre to complete their data collection for their Geography IA. This makes up 25% of the SL students' final grade and 20% of the HL student's grade. Students have collected a wide range of primary data from a number of sites along the course of the river. This saw students pull on their wellingtons and get into the river for an action packed day.

Data collection included: river width, depth and velocity. Once back at the centre and after a slice of delicious banana cake all students set about analysis of the data. This saw students create their own GIS maps, graphs and carry out statistical analysis. Many students termed this an 'IA bootcamp' and some even wished that they could have these 'bootcamps' for all subjects! Please see the photos for the highlights!



Year 10 GCSE Geography: Fieldwork at Epping Forest and Olympic Park, Stratford.

Students first travelled to Epping Forest Field Studies Centre to complete the physical fieldwork element of Paper 3 of their AQA GCSE Geography course. Fieldwork (both familiar and unfamiliar) makes up 15% of the final GCSE grade, so this was an important opportunity for students to put their geographical skills into practice.

The focus of the day was to investigate three sites along Debden Brook and test the hypothesis that, in line with the Bradshaw Model, river discharge increases with distance downstream. After establishing the aim of their enquiry, discussing their sampling strategy, and completing a thorough risk assessment (which proved to be far more than a paperwork exercise once everyone was in the river!), students donned their wellies and began collecting primary data on the river's depth, width and velocity.

The following day, students travelled via the DLR to Queen Elizabeth Olympic Park and East Village, Stratford, where the Field Studies Council London led a second fieldwork investigation, this time focusing on the human geography topic of sustainable urban regeneration and development. After learning about the history of the area, developing hypotheses regarding its economic, social and environmental sustainability, and conducting a risk assessment centred on staying safe in the high temperatures, students set off on their enquiry. Led by their expert instructor and armed with sunglasses, fans and plenty of water, they explored East Village using a range of fieldwork techniques to assess the area's sustainability against the Egan Wheel model.

As they made their way through East Village, students completed a land use map and service tally, paused at three locations to carry out Environmental Quality Surveys, and even braved the slightly daunting—but ultimately enjoyable—task of interviewing local residents about their views on the area's sustainability.

Back in the classroom after both fieldwork days, students analysed their findings, considered the strengths and limitations of their data collection methods, selected appropriate techniques to present their results, and evaluated the extent to which their evidence supported their hypotheses.

The two days provided an excellent opportunity for students to develop the practical, analytical and evaluative skills needed for their GCSE Geography examination, while experiencing first-hand the value of geographical fieldwork. They represented the school exceptionally well throughout. Please enjoy the photos showcasing some of the highlights!



What's hot in Geography?

Y7 Geography Diplomas

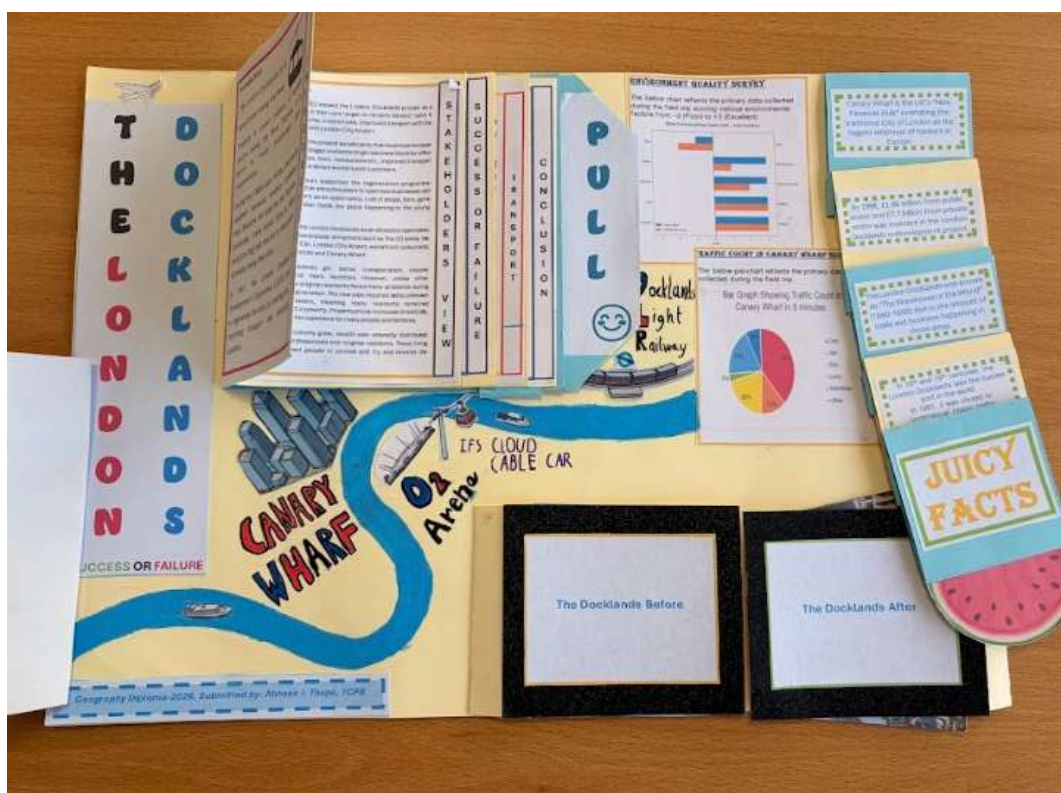
Following the Docklands field trip, the Y7 Geographers were busy working on their diplomas during the summer term. We have had a fabulous selection of diplomas this year and it has been enjoyable if not tough marking them. This year, students who received a distinction will receive a small London themed prize from their teacher upon receiving their results.



Please see below some of the highlights of each class from their teachers - there were too many to include!

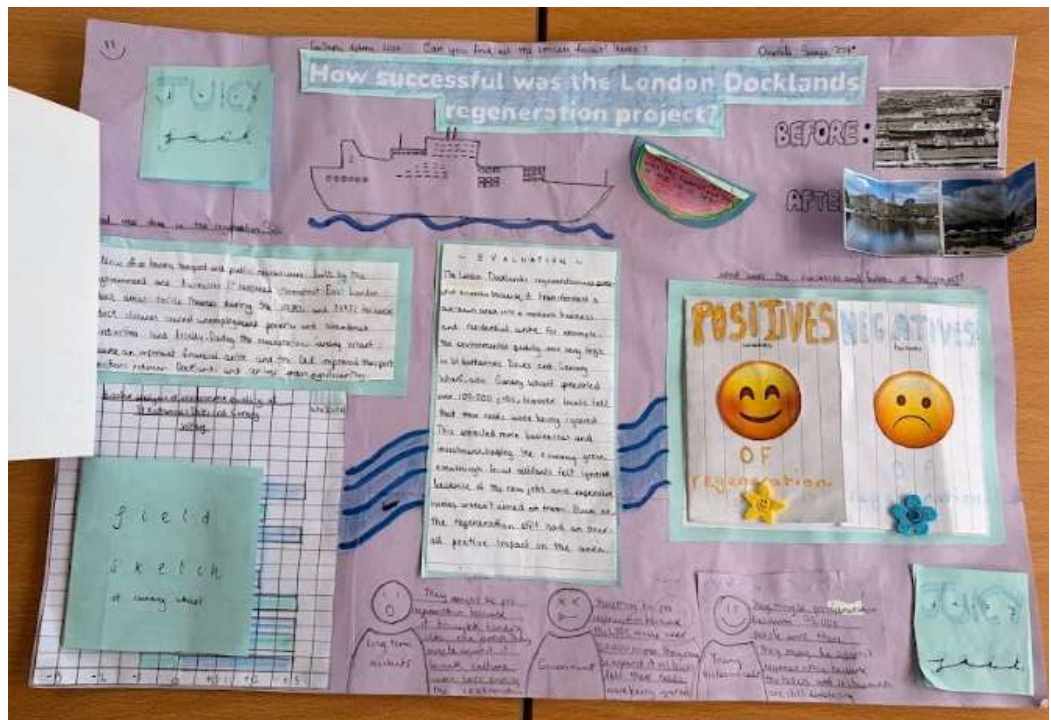
7CPB - Abheek

Asleek and professionally designed diploma with lots of unique engineering ideas meaning that the space was maximised!
Awesome job!



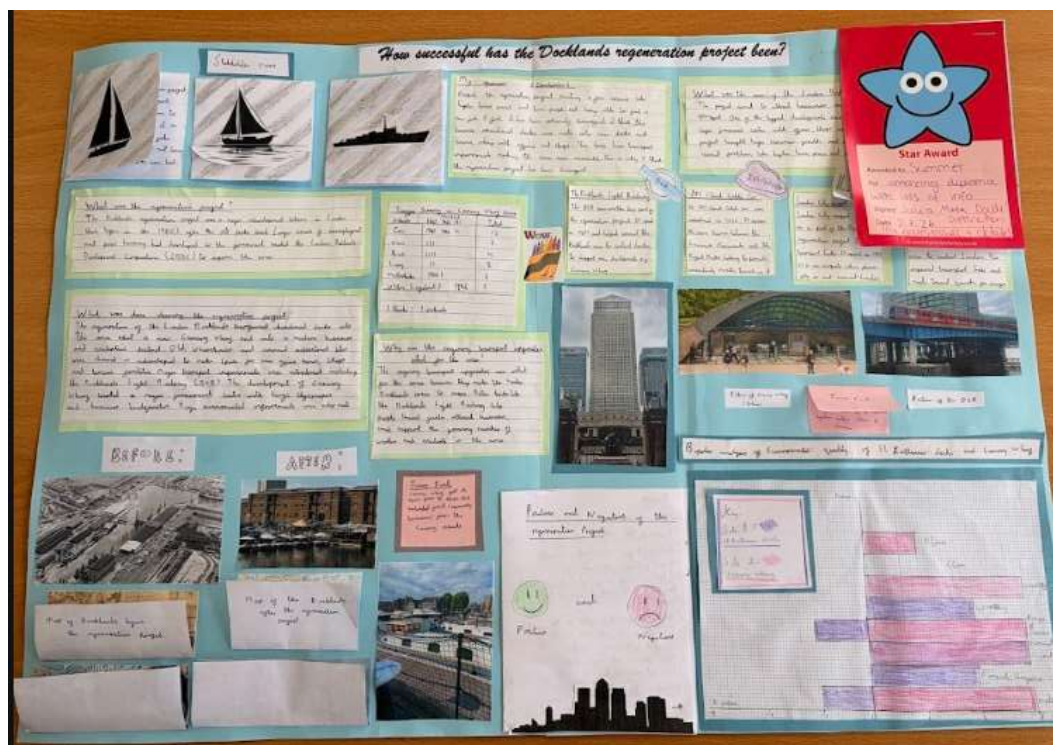
7CPB - Omotola

Shows that not all show stopping diplomas come in big packages - a compact but eye catching and informative diploma! Well done!



7CPB - Summer

Professionally completed and beautifully themed - what an amazing job!



7MCW - Arthur

Incredible 3D artwork just serves to further enhance this informative and thoughtful design!



7MCW - Jigeesha

Effective and inventive use of space meant there is SO much detail included here! And look at that incredible collage!



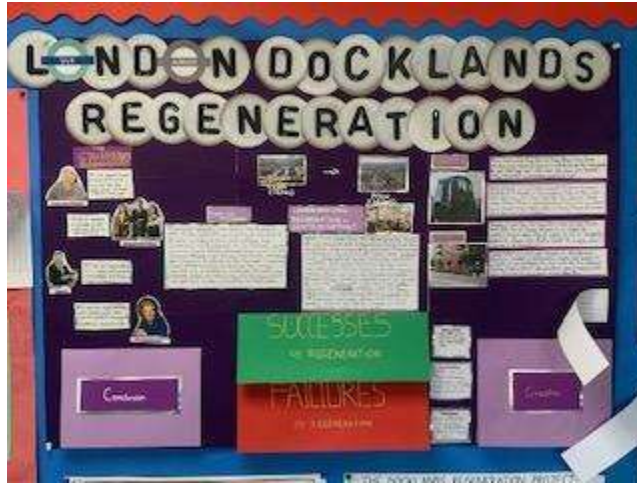
7MCW - Yasmina

Detailed, colourful, interactive and thoughtful! Above and beyond with content and design!



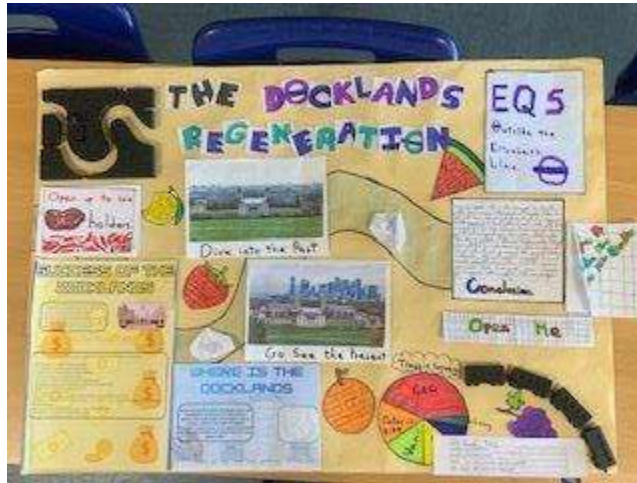
7DCC - Candace

Clean, engaging imagery make this a stunning poster but it is the incredible amount of information and effort that really make this poster shine. Candace even revisited the sites from our field trip to conduct her own interviews!!



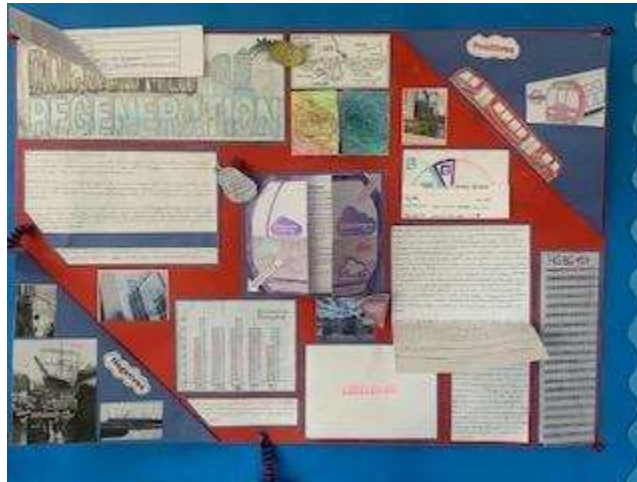
7DCC - Krish

This was so much fun to mark! The 3D printing was amazing and there is so much amazing information embedded in this truly engaging poster!



7DCC - Delilah

Such an incredible use of space! Creative, thoughtfully planned and executed, interactive AND detailed!



7YMS - Miray

The level of effort evident here is truly outstanding! Actual cable cars and such a plethora of fantastic imagery to compliment all of the detailed description and explanation!



7YMS - Ayaansh

Such a refined, creative and tidy design! Easy to navigate through all of the incredible detail, including additional information above and beyond the success criteria!

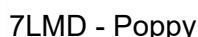


7YMS - Alisa

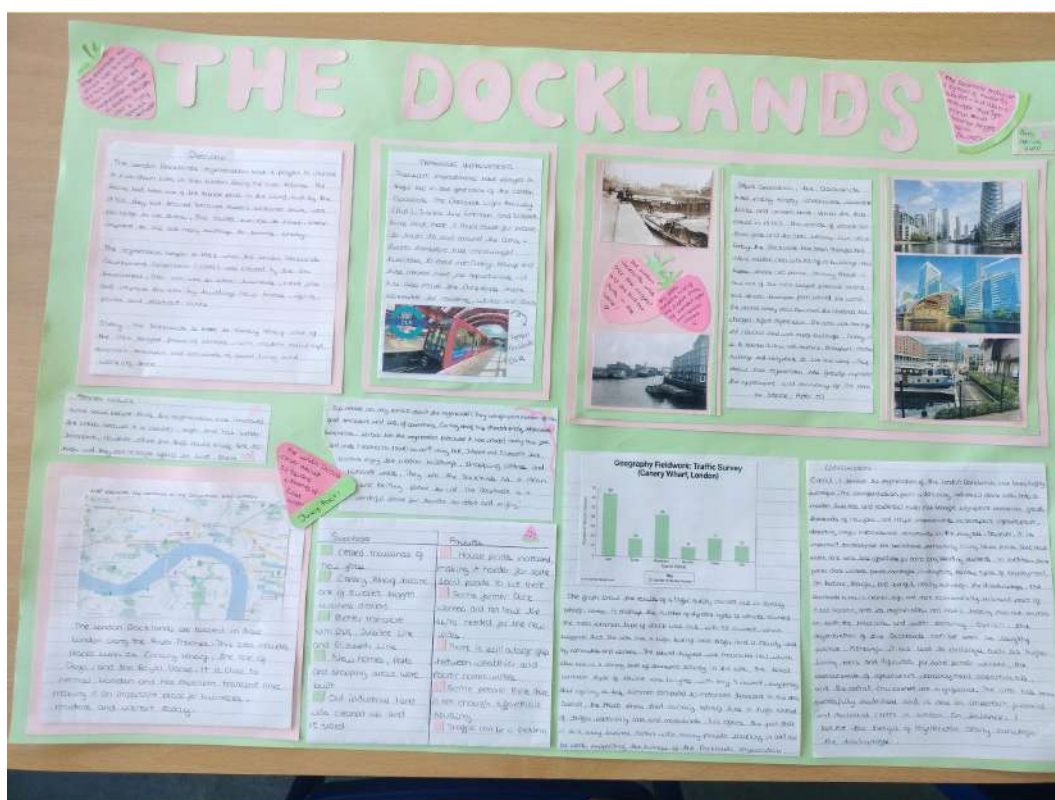
So colourful, graphic, and visually engaging! Such a pleasure to read through the detailed analysis and description!



A beautifully presented diploma with lots of detail and that meets all the success criteria.

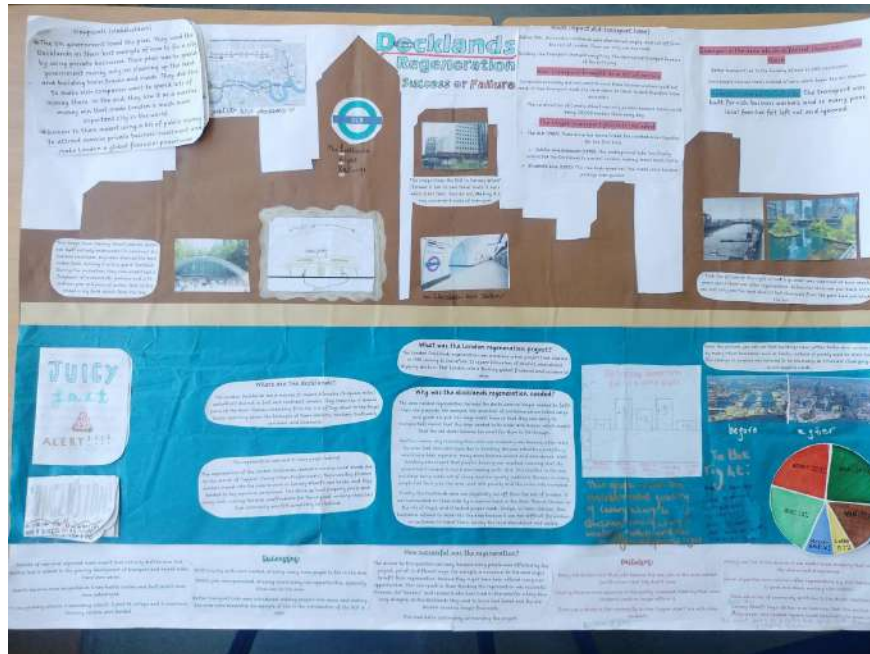


I love the colours used on this hand-written diploma. There is lots of detail in the writing and the strawberries really make those juicy facts stand out!



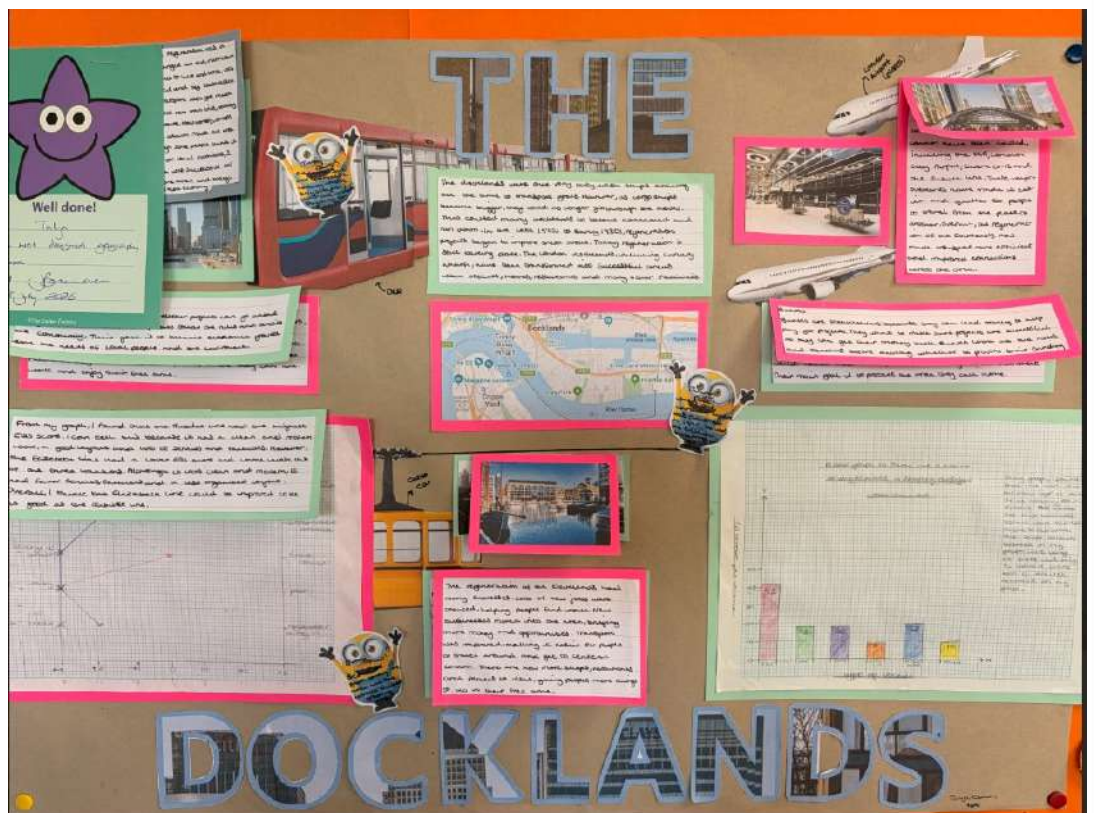
7LMD - Selin

So much effort has gone into this wonderful diploma. I love the idea of the old factories lining the Thames being used at the backdrop. It was a joy to read.



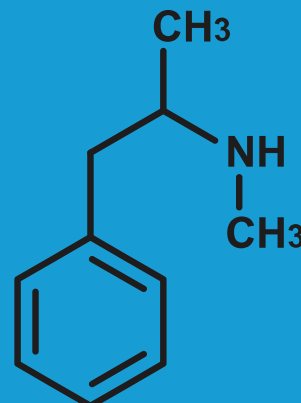
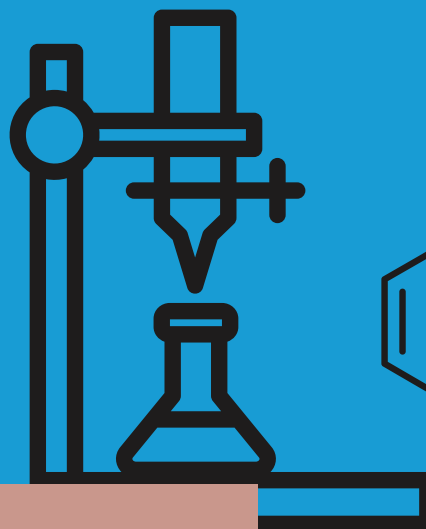
7LPV - Talya

Lovely design which is eye-catching, I really love the use of Minions for the juicy facts. The range of colours makes the information pop and your graphs are well presented.

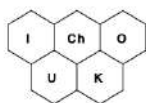


MEANWHILE, IN THE SCIENCE DEPARTMENT...

SIXTH FORM CHEMISTRY NEWS



Our budding chemists in Year 12 decided to take part in numerous competitions designed to stretch their understanding of chemistry this year. Here's what a handful of them had to say...



58th INTERNATIONAL CHEMISTRY OLYMPIAD 2026

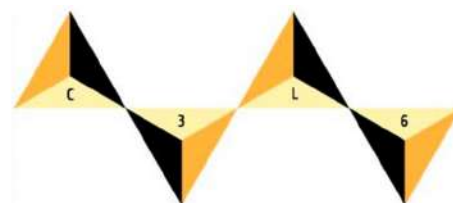
The IChO was an arduous 2-hour paper and, despite my lack of understanding of more than half the content on the paper, I'm glad I did it. It exposed me to so many applications of chemistry, even in daily life, that it actually made me more interested in the subject. My favourite question was probably the one about pee in the pool, as I didn't expect it to come up at all. I would definitely recommend others do this challenge next year!

-Ashna Adhikari, 12HJO

T I

Unlike other chemistry competitions I had heard about, the RSC School Analyst Competition took a different approach to testing chemistry skills by focusing on the practical aspects of chemistry. It involved 3 tasks which we completed in teams of 3 over the course of a few weeks, and the instructions and samples we used were provided by the organisation. The running story about helping the police investigate the cause of a mysterious illness added to the compelling realism. Overall, the challenge was very enjoyable and taught me how to apply many of the skills we learn about, in the lab, as well as how to work effectively and efficiently in a group.

-Rebecca Kidby, 12MGN



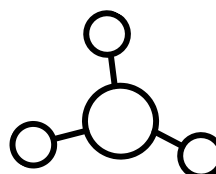
Cambridge Chemistry Challenge Lower 6th

The C3L6 is a 90 minute paper that is aimed at Y12 chemistry students who wish to challenge and apply their chemistry knowledge to degree-style, problem-solving questions. Although undertaking a challenging chemistry paper doesn't seem exciting, I really enjoyed it! The questions allow you to look into and explore different contemporary issues in chemistry. For example, one of the questions involved problems surrounding potassium superoxide, which I found really interesting, led me to later research about superoxides out of interest. I highly recommend this challenge to other upcoming Y12 chemistry students as the final mark is not as important as the learning you take away from it!

-Isabelle Raphael, 12JEA



A SELECTION OF OUR CAMBRIDGE CHALLENGERS.
(LEFT TO RIGHT: HOLLY FILER, ISABELLE RAPHAEL, DR NUMBERE, ASHNA ADHIKARI AND ZAYAN GHAFAR)



IT'S NOT WHEN YOU JOIN *It's How You Connect!*

BY THE PSYCHOLOGY PRFECTS

Imagine joining a school where friendship groups are already established, teachers know everyone's names, and you're the new face in the crowd. Many students entering sixth form experience exactly this. But does joining a school later actually make it harder to feel like you belong?



To answer this question, our psychology classes carried out a questionnaire investigating students' sense of belonging within our school community. We compared students who had attended the school since GCSE with those who joined in Year 12 for the IB Diploma Programme.

At first glance, the results were somewhat surprising... there was no statistically significant difference in the overall sense of belonging reported by the two groups. This suggests that simply joining the school later does not necessarily prevent students from feeling connected to their school community. However, this does not mean that every student feels a strong sense of belonging. Rather, on average, neither group consistently reported feeling more or less connected than the other.



Although the overall levels of belonging were similar, recognition emerged as an important aspect of belonging. While new students may quickly feel welcomed socially, it can take longer for them to feel that their individual talents and achievements are recognised. This suggests that feeling accepted is only one part of belonging, feeling seen and valued for your unique strengths may take longer to develop.

Interestingly, the smallest difference between the groups related to friendliness. Both new and existing students agreed that the school community was friendly, indicating that students generally perceive their peers as welcoming regardless of how long they have attended the school. So what might explain these findings? One possible explanation is the effort our sixth form team makes to ensure that every student, whether joining from within the school or from elsewhere, feels welcomed into the sixth form community. In fact, this process begins before students even officially arrive!

During induction days, students meet classmates, explore their subjects and complete activities designed to encourage conversation and teamwork.

Once term begins, form activities and scavenger hunts help students become familiar with both the school and each other, while the Year 12 barbecue provides a relaxed opportunity to build friendships outside the classroom. These activities do more than simply introduce students to the school, they help create repeated opportunities for positive social interaction, something psychological research suggests is important for developing a sense of belonging.



So, what can every student do to strengthen their own sense of belonging?

Whether you're new this year or have been here since Year 7, here are a few ways to build those connections:

- **Join a club or society:** Whether it's sport, music, debate, STEM or one of the many student-led societies, getting involved is a great way to meet people with shared interests. Many of these groups are run by our fantastic Year 12's, who work hard to create welcoming spaces where everyone feels included.
- **Take part in House events:** House competitions are more than just a chance to earn points, they're an opportunity to meet students from different year groups, work towards a common goal and become part of a smaller community within the wider school. These shared experiences can help strengthen friendships and build a greater sense of belonging.

- **Say yes to new opportunities!** Whether it's volunteering, performing in a concert, attending a school event or trying something you've never done before, stepping outside your comfort zone can introduce you to new people and help you become a more active member of the school community.
- **Recognising others.** One of the biggest differences we found was that newer students were less likely to feel their strengths were noticed. A simple compliment, congratulating someone on an achievement or acknowledging their contribution can go a long way in helping others feel valued.

Our findings suggest that belonging isn't determined by when you join a school, but by the opportunities you have to connect with others. Whether you've been here for six years or six weeks, getting involved in clubs, house events and the wider school community can help you find your place. And perhaps the most important lesson is to be yourself.

Genuine connections are built through authenticity, and there's a place in our community for everyone!

PE AWARDS

BGS Sports Awards 2025/26

Boys Team of the Year
Year 7 Cricket

Girls Team of the Year
KS3 Badminton

KS4 Sports Leader
*Isabella Mribiha Ely &
Olivia Ivashkevitch*

KS5 Sports Leader
*Harvey Achu-mofor &
Mim Asker*

BGS Sports Awards 2025/26

Year 7 Sportsman
*Harry Shrimpton &
Leo Bardens*

Year 7 Sportswoman
Caitlin Gamadeku

Year 8 Sportsman
Keir Mason

Year 8 Sportswoman
Chiara Stibbons

BGS Sports Awards 2025/26

Year 9 Sportsman
Suchet Mannikeri

Year 9 Sportswoman
*Faye Kemp &
Aarohi Joglekar*

KS 4/5 Sportsman
Ethan Silley

KS 4/5 Sportswoman
Eloise Newton

BGS Sports Awards 2025/26

GCSE Student of the Year
Abi Fosh

IB Student of the Year
Jack Perkins

Year 12 IB Student of the Year
William Benedict

Don Wellman Trophy
Finley Utteridge

**BGS Sports Awards
2025/26**
Gold Colours

*Isabella Mribiha Ely
Shriya Chouta
Lois Jeffrey
Sophia Lewis
Bertie Heath
Sebastian Matthews
Ethan Silley*

**BGS Sports Awards
2025/26**

Full Colours
*Josh Walters
Daniel Moss*

*Yannis Sissuh
Arellys Almarales
Ethan Afolayan
Florie Nalepa
Shreya Pokhrel
Anushka Sharma
Ruby Hoang
Olivia Sadzynski
Matilda Sargent*

**BGS Sports Awards
2025/26**

Half Colours

<i>Neev Chaganti Dantae Benjamin Ashwin Gadgil Pavel Jankulowski Isabella Dias Da Cunha Davies Nehi Rajkarnikar Rose Garvey Maria Benedict Alvin Yeung Ken Nguyen Keir Mason Dotty Shilton Santiago Martinez Tautava</i>	<i>Patricia Pasca Sriyan Acharya Amrit Lalli Chiara Stibbons Kovendhan Siddharth Jayden Klu Ziva Chukwu-Ike Emilia Couchman Amayah Fihosy Arya Patel Nell Aggrey Ellyona Sangma Lorena Elzein Helena Paprocka</i>
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**BGS Sports Awards
2025/26**

**Attendance & Dedication to school
sport award**

*Caitlin Gamedeku
Harry Shrimpton
Rose Garvey
Alvin Yeung
Tenzin Nyawatsang
Elodie Kuhn
Lois Jeffrey
Ethan Silley*



Zachary Drake 8MKO

The London Marathon

The London Marathon runs through London to many different landmarks. The event is an incredible experience and has a fantastic, joyful and supportive atmosphere. The 2026 marathon had over 50,000 participants and many, many more who wanted to enter but were not selected. The 2026 marathon this year was the first in which the 2 hour barrier was broken by both Sebastian Sawa and Yomif Kejelcha which displays the advanced tech of super-shoes. It is not just the elite that run the marathon, it is also for ordinary people who just want to take part. As the London Marathon is usually in April the weather is often quite



mild meaning you can enjoy the day even more.

The picture on the left shows the finish of the London marathon down the Mall with Buckingham palace for a fantastic background.

To see the marathon, the London underground and the DLR are fantastic facilities to make the most of. The start is easy to reach via Blackheath station,

Maze Hill station and Greenwich station as it is in Greenwich Park. Greenwich Park has an extraordinary view over many recognisable places in London like the Shard, the City of London and the Docklands as well as the O2. The finish has stands lining the sides where you can go and cheer on those running. While the athletes run, they will encounter many magnificent, unique and extraordinary landmarks including Tower Bridge, Canary Wharf, the Houses of Parliament and Big Ben, the Tower of London, and the Cutty Sark. Seeing famous



athletes run past so much faster than you expected is absolutely phenomenal.

The image to the left is of Sebastian Sawa (the winner of this year's marathon) holding the Adidas Pro Evo 3 with his time on them - 1:59:30.

The shoe that was used to break the two hour barrier was the Adidas Pro Evo 3 which was worn by three of

the total six podium placements in the men's and the women's races. That shoe is the first carbon plate shoe that weighs less than 100g which is a massive drop compared to other super-shoes which are usually 180-230g. Adidas' new Lightningstrike Pro foam is even lighter and springier than before which means they have even more energy return than other shoes. It is made solely for elite race-day performance. There are also famous marathons in other places including the Boston, Berlin, Tokyo, and Sydney marathons but the London Marathon has some iconic places on its route.