



Dear Parents, Carers and Students

We finish today for our Easter Holiday. It seems like it has been a long term. We had a long period of home learning (with which the students coped brilliantly) followed by four weeks of being back in school. Attendance has been high, much higher than the Bristol average and we have seen students working hard and having fun. Even as I write this, I can see and hear them enjoying school life again. It is wonderful! During the Easter Holiday, we would ask that students continue to have two home lateral flow tests per week – this is part of the important national effort to reduce transmission of Covid. Families should then report results using the TestRegister website and the Gov.uk website. Should a home lateral flow test give a positive result then that student and his/her family need to self-isolate for 10 days and inform the school (as above AND report via Studybugs or Absence Line) so that we can trace close contacts, as necessary. In the case of positive results from home administered tests, the student concerned should also, as quickly as possible, take a confirmatory PCR test and notify the school of the result of this. If the PCR test is negative then isolation of the student, their family and all contacts can cease. The Gov.uk website will guide you through this process. Although the exact timing of lateral flow tests is up to families to arrange, we would request strongly that a test is carried out earlier on Sunday, if possible, to allow time for staff to make arrangements in school.



Year 11 and Year 13 have carried out a number of assessments to support the GCSE and A Level grading process this week. We have been very proud of the effort and maturity shown by all students. We encourage them to revise over the Easter holiday because term 5 will be very important for further evidence gathering.

The Tumps project is progressing very rapidly at the moment with diggers and workers working hard to transform the wasteland to a new social space for students during social times. We hope to open it at the start of term 6 and it will include some space for outdoor learning and concerts. This project has been designed by our student leadership team and I am confident it will enrich the life of the school for years to come.

Finally, I would like to express my thanks to all parents for their support through what has been a difficult and challenging time for all. Thanks to a collective effort from students, parents and staff, we have kept learning going, re-opened the school, managed a programme of mass covid testing and completed a valuable first set of assessments. There is a lot of hard work ahead and, this year without support from exam boards, staff have a great deal of additional work to do. We are not yet through the consequences of the pandemic, but I am confident that we will, together, deal with whatever the future has in store for us.

I wish everyone Happy Easter.



Mrs King

## KEY DATES

- 19 April - Start of Term 5
- 28 April - Year 8 Subject Evening
- 6 May - Year 12 Subject Evening

# IMPORTANT CONTACT TRACING OVER THE EASTER HOLIDAYS



During the Easter Holiday, students need to continue to do two home lateral flow tests per week, following the preferred Wednesday and Sunday pattern – this is part of the important national effort to reduce transmission of Covid. Families should then report results using the TestRegister website and the linked Gov.uk website. Should a home lateral flow test give a positive result then the student, family and any close contacts need to self-isolate immediately for 10 days and book a confirmatory PCR test for the student. It is very important that up to and including Wednesday 7 April you also inform the school (as above AND via Studybugs or the absence phone line on 0117 950 8157 – both available 24 hours. Please leave a contact phone number.) We will then call you and undertake school contact tracing. Please note the following guidance from the Department for Education.

All students who get a positive LFD test, should get a confirmatory PCR. The PCR test should be booked immediately either online or by calling 119 and should be undertaken within 2 days.

Students who had a positive LFD test result, and their close contacts and other members of their household, should self-isolate immediately in line with NHS Test and Trace guidance and while awaiting the PCR result. If the PCR test is negative, it overrides the LFD test and the student can return to school, and their close contacts can end their self-isolation.

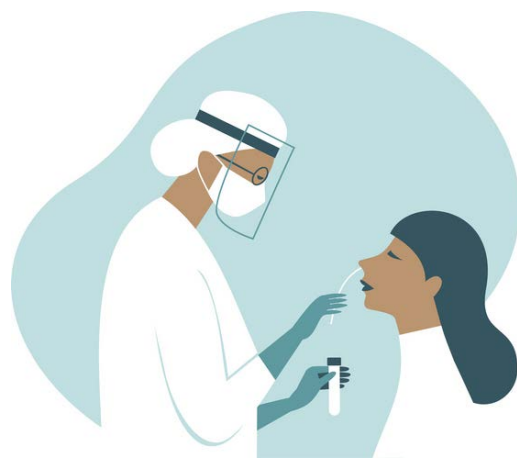
So if you do have a positive LFD test, you will also need to arrange a confirmatory PCR test as soon as possible and then update the school with the results. This is because if the confirmatory PCR test is negative then isolation of the student, their family and all identified contacts can cease, so we will need to keep anyone identified as a close contact up to date.

Please note from Thursday 8 April, there is no need for the school to undertake contact tracing, as the student will not have been in school during the infectious period, so please revert to usual reporting via TestRegister and the linked gov.uk website. NHS Test and Trace procedures will take over from this point. However on the run up to returning to school on Monday 19 April, please do inform us if your child cannot attend due to Covid using the usual absence reporting procedures.



## LATERAL FLOW HOME TESTING

### COVID-19 TEST





# YEAR 11 AND 13 GRADING



**MR FERNANDES, DEPUTY HEADTEACHER**

Students in Year 11 and 13 have been working incredibly hard over the last few weeks completing their first pieces of assessment evidence. These will support the awarding of their final grades. We recently wrote to parents in these year groups to explain how the process of grading will work this year and how this will differ from the exam based assessment model.

The infographic below, from exams regulator OFQUAL, shows some of the key information and dates which will be of interest to students and parents in these year groups.

Qualifications most similar to GCSEs and A levels	Qualifications not similar to GCSEs or A levels	Qualifications with occupational skills or proficiency assessments
<p>e.g. BTECs and OCR Cambridge Technicals</p> <ul style="list-style-type: none"><li>Taken only in schools or colleges</li><li>Do not assess occupational skills</li></ul>	<p>e.g. Functional skills and ESOL Skills for Life</p> <ul style="list-style-type: none"><li>Taken in schools, colleges or other places</li><li>Do not assess occupational skills</li></ul>	<p>e.g. construction, plumbing and electrical qualifications</p> <ul style="list-style-type: none"><li>Taken in schools, colleges or other places</li><li>Assess occupational skills</li></ul>
<p><b>Your results</b></p> <ul style="list-style-type: none"><li>Graded by teacher or lecturer judgement</li><li>Various sources of evidence used</li><li>Results no later than for GCSEs and A levels</li></ul>	<p><b>Your results</b></p> <ul style="list-style-type: none"><li>Assessments should continue where possible</li><li>May be awarded using other evidence or judgements</li><li>Awarding organisations decide the evidence needed</li></ul>	<p><b>Your results</b></p> <ul style="list-style-type: none"><li>Assessments can continue as normal where possible</li><li>Assessments may be delayed</li><li>Assessments can be adapted if needed</li></ul>

Visit [www.gov.uk/ofqual](http://www.gov.uk/ofqual) or search 'Ofqual 2021 qualification explainer tool' for specific details (coming soon)

## TUMPS DEVELOPMENT PROGRESS



### BEFORE





# EVERYONE'S INVITED



**MR EAST, DEPUTY  
HEADTEACHER**

You are probably well aware already of the thousands of reports made to 'Everyone's invited' – a movement set up to combat rape culture. The movement describes rape culture as existing when thoughts, behaviours and attitudes in a society or environment have the effect of normalizing and trivializing sexual violence. Some of the testimonies submitted posted on the site relate to events that have happened at schools or universities, and more recently the Government has been called on to launch an inquiry into the matter.

From a Bristol Free School perspective, the school remains proud of its stance - that it is intolerant of any form of discriminatory behavior, such as on the grounds of sex, gender, race, colour and disability. We remain committed to ensuring that all students experience a tolerant and safe education. The School has robust safeguarding procedures and pastoral systems to support young people. There is a wider curriculum taught through PSHE and the tutor programme that regularly addresses current affairs, issues and important developments such as 'Everyone's Invited'. The School remains highly committed not only to supporting academic progress but, very importantly, the character and values of our young people.

This curriculum will continue to be updated in response to developments in our local and national context and to ensure that our students continue to be educated about all aspects of discrimination. The School will review whether additional material needs to be added into this programme next term.

If you wish to discuss this in further detail, please contact the school office.

For more information please follow the link below:

<https://www.everyonesinvited.uk/>

**NSPCC**

EVERY CHILDHOOD IS WORTH FIGHTING FOR

## NSPCC

Report Abuse in Education Helpline - Everyone's Invited 0800136663

Please contact the helpline on 0800136 663 Monday to Friday 8am-10pm or 9am - 6pm at the weekends or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)







# Uniform Expectations

There is an expectation that the Bristol Free School uniform will be worn with pride by all students, to and from School, as well as at any time when uniform is required, such as on school trips. The standards are enforced rigorously by staff and we expect them to be supported in a like manner by parents and carers. Please see below what is acceptable and unacceptable. For more information please follow the link to our website: <https://www.bristolfreeschool.org.uk/uniform.php>

## ACCEPTABLE CHARCOAL STYLES



If you wish to buy skirts or trousers from another supplier please check that they conform to the same charcoal colour and specification, please see some examples below

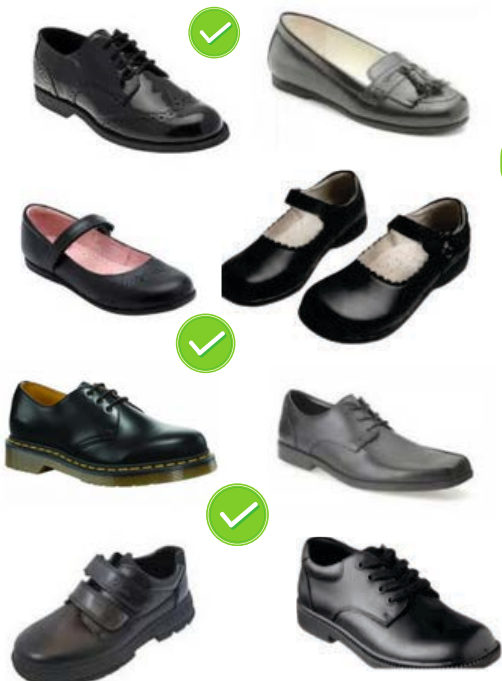


## UNIFORM GUIDANCE

## UNACCEPTABLE COLOURS AND STYLES



## ACCEPTABLE STYLES



## FOOTWEAR GUIDANCE

## UNACCEPTABLE STYLES



# THE RETURN OF EXTRA-CURRICULAR SPORT AT BFS!

Term 5 welcomes the return of after school sports clubs. We plan to offer a range of summer sports (rounders/tennis/striking and fielding/athletics) for Y7-10 students in terms 5 and 6.

## THE CLUB NIGHTS WILL BE:



Tuesday	Wednesday	Thursday	Friday
Y7	Y7	Y9	Y9
Y8	Y8	Y10	Y10

Year group bubbles will be kept separate, which is why we can only cater for 2 year groups at a time. After school clubs will run straight after school and students will need to come in their PE kit if they intend to attend an after school club.

Registration for clubs is essential - you will need sign up online. There will be a maximum number of students who are able to attend so ensure you sign up early to avoid disappointment. Registration is due to go live by Monday 19 April. This will be on Classcharts and Teams for the first week and will move to the newsletter for future weeks.

If clubs are offsite, students will need to return to school with the members of staff leading the session before making their way home.

We really look forward to seeing you at one of our after school sessions! All abilities welcome! If you've never tried an extra-curricular club before maybe this year is your year!



Any questions please ask a member of the PE team.

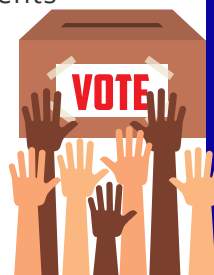
## PARENT GOVERNOR ELECTION - SPRING 2021



The RET Governing Body is in the process of recruiting a Parent Governor and are in the very fortunate position of having 3 candidates - Matt Annable, Nick Hester, Dominic Somerville - for 1 position, so will be going to ballot.

Election Packs will be issued to students via tutor sessions on Monday 19 April. These will include everything you need - instructions to make a valid vote as well as candidate statements and the ballot paper.

All Parent/Carers, with parental responsibility, have one vote each and all votes must be submitted to School by midday on Friday 30 April.



**Make your vote count!**



**KS3 HOMEWORK  
CLUB IN YEAR  
GROUP BUBBLES  
LRC - 3.00 - 4.15PM  
MONDAY TO  
THURSDAY**

**MONDAY YEAR 7  
TUESDAY YEAR 8  
WEDNESDAY YEAR 9  
THURSDAY YEAR 7**

## **HOMEWORK AND SO MUCH MORE**



- Access to computers
- Help from staff
- A quiet place to concentrate on your homework without distractions

Support with finding useful books in the LRC

Ms Hussey, Mr Vincent and Mr Blandy will be there to help you.

### **BOOK YOUR PLACE !**

[https://forms.office.com/Pages/ResponsePage.aspx?id=bCkKhyVdnEuSUF1\\_fzQ18TKjLjisYzRCqyJH4LyDiSpUMEpZMjJCWldTMVVBS0taSUE5RIhPT01JOC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=bCkKhyVdnEuSUF1_fzQ18TKjLjisYzRCqyJH4LyDiSpUMEpZMjJCWldTMVVBS0taSUE5RIhPT01JOC4u)



## **ONLINE SAFETY: DISCORD APP**



Discord is a voice and text chat app becoming popular with young people (especially gamers) – they can communicate whilst playing games but it can be used in similar ways to other social media platforms. As with all social media its use is safest when supervised by adults. Similar to other platforms there is no real age verification process and the very real possibility of conversations occurring that relate to adult content and with strangers. Again, like many platforms there have been a number of cases nationally and within our own school context where conversations can become personal and abusive in nature.

Please make sure that you regularly keep up to date with the platforms your children are using and discuss with them how they use them, and how they can take steps to keep themselves safe online.

There are multiple websites offering support for parents about newly emerging apps and sites, for example:

<https://www.net-aware.org.uk/tips-and-advice/>

<https://www.net-aware.org.uk/networks/discord/>

# Term 4 Round Up

Returning from lockdown meant that we only had 3 weeks in term 4, but what a jam packed 3 weeks it has been for Year 7. Between testing in school and home, subject evening, the house system launching and back to full days of timetabled lessons it has been a wonderful yet intense few weeks. I am incredibly proud of each and every student returning to school in the way they have. Feelings of uncertainty, anxiety, being overwhelmed and de-motivated have been expected and, as a community, we have worked fantastically well together to provide and accept the support needed to get us through. The commitment and resilience with remote learning was superb and something to be proud of completing.

Subject evening was a great success during the first week back and a definite highlight of the term. So many wonderful comments and interactions with home to encourage and motivate students to keep working hard and being the amazing students they all are. Students continue to settle back into our new way of school life and have developed lots of fantastic relationships with new teachers and peers on return.

Year 7 have also finished term 4 with the highest attendance AGAIN (96.1%) and are still in the lead for house points with a huge 15,189, which is 5,933 points above 2nd place! Congratulations on this fantastic achievement and keep this up until the end of the year!

I would like to thank all students for their hard work during lockdown and on their return, and praise those who continue to be polite and kind to others each and every day. We can look forward to doing it all again in term 5! Happy Easter, stay safe and enjoy the holidays.

---



**MISS HAMMOND, HEAD OF  
YEAR 7**



**MISS BONNICI, HEAD OF  
YEAR 8**

I think it's been particularly hard for those, mainly in 8TG2, who came back in only to be asked to self-isolate so quickly following this. I would like to say a big thank you for being so mature and conscientious in still continuing with your studies despite these barriers and to Miss Sheehan for her excellent tutoring. I would like to congratulate the following students on their continuous hard work and effort over the last term exemplified in achieving over 40 house points. Well done!

Angus, Tiffany, Mila, Alex, Carys, Alex, Martha, Jacob, Susie, Lorraine, Theo.

Well done also to 8TG4 for achieving the most house points out of all the tutor groups this term

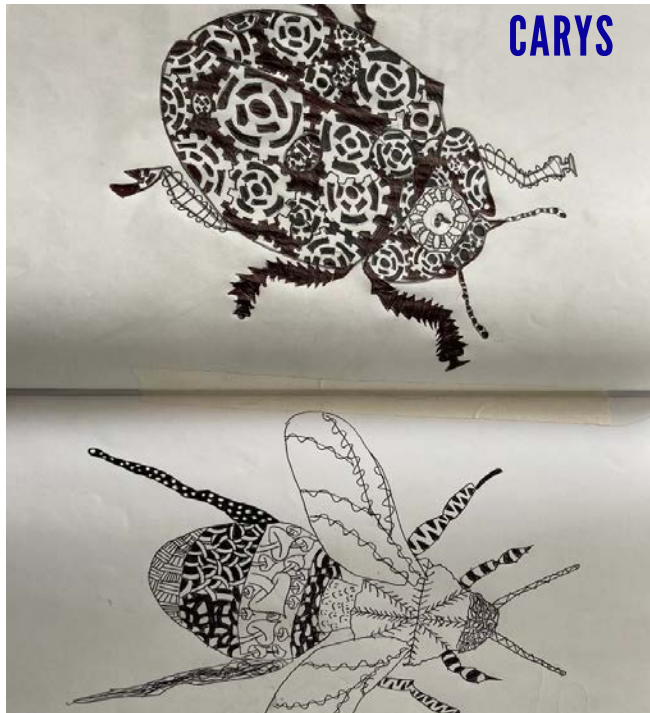
It's been great seeing so many of you continuing to support one another through some difficult times and dealing with issues with maturity and empathy. On behalf of many year 8 students I'd like to mention how amazing and valuable the work Mrs Foster and Ms Townsend has been doing behind the scenes to help everyone cope with the myriad of pressures.



Another highlight this term has been the work that Miss Dawson has been doing with our new Connect group; it's been great to see those of you going to these sessions using it as an opportunity to connect more with yourselves and with others.

The Science intervention group work that Mr Owers has been running has been going really well. In addition, the intervention and Thrive work Mrs Parry and Mrs Millard have been providing is benefiting so many year 8s too. We look forward to more of this next term!

Here are some amazing examples of Art work too from some gifted Year 8s:



This term has been a snapshot of normality. Students are back and beginning to settle back into life in school. It has been so nice to have students back in and I think the vast majority are glad to be back too. This was an important term for Year 9 students as their GCSE options were decided and reports went home. I look forward to seeing those options turn into qualifications achieved and everything that journey entails.

A real highlight of this term has been Harry M in 9TG4 winning the Grand Final of the Oxford Computing Competition.

- November - Bebras Computation Thinking Competition  
123,336 entrants in the Intermediate age group
- Top 10% go through to Semi-Final: The Oxford Computing Competition (BFS had 78 invited to this round and 46 took part)
- Top 20 in age group compete in Grand Final - top 0.02%!
- Harry achieves full marks and 1st Place!!

This week marks another step on the roadmap out of lockdown and the future feels very much brighter.



**MR TOLMAN, HEAD OF YEAR 9**

Year 10s have arrived back and we have been delighted to have them. The school has been a much more vibrant place since their return and we have all been encouraged by the way that many of them have settled back into their successful working patterns. During the lockdown period it was great to hear of Year 10 students getting involved in charity challenges, taking on leadership roles within the Bristol City Youth Council and successfully applying for sought after work experiences during the holidays. I want to take this moment to continue to encourage Year 10 students to fully involve themselves in all aspects of the school, whether that is through the house leadership opportunities or via extra-curricular activities that we hope to welcome back in the near future.



**MR WHITFIELD, HEAD OF YEAR 10**

---



**MR MACBLAIN, HEAD OF  
YEAR 11**

What a term that was! What began with two weeks of remote learning has ended with four weeks of face to face teaching and a schedule of assessments. Despite a few early setbacks, and amidst all the uncertainty, I have been hugely impressed with the calm and focussed manner in which Year 11 have returned to school. We have already begun the process of capturing evidence for the Centre Assessed Grades, and with only 6 weeks of term remaining, the end is in sight. The importance of capturing these assessments cannot be understated, so it is really important that students use the Easter holiday to continue revising and preparing.

I wanted to share my pleasure at seeing a record number of applications for BFS Sixth Form. It really is pleasing to see so many of our students wanting to continue their education at their local school and it is testament to the relationships that both tutors and teachers alike have worked so hard to form. It will be lovely to see so many familiar faces when we return in September.

'Rites of passage'. An important part of the school journey is seeing off the year in style, something that was taken away from our Year 11s last summer. We are ever hopeful that this year, we will be able to remedy that and as such have booked Leigh Court in anticipation of being able to hold a summer ball in July. We are currently exploring a 'leavers breakfast' once the final end of term date has been confirmed. These are two important parts of a Year 11s journey and we do hope we can hold both of them. I am also very keen to sort out some leavers' hoodies - please do keep an eye out in the term 5 newsletters for more information on this.

With the above in mind I feel particularly drawn to this quote (I shall leave you the challenge of trying to work out from whom)

'Now this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning'.



# BFS MFL THE LANGUAGE AMBASSADOR SCHEME

**HAVE A LOOK AT WHAT SOME OF OUR LANGUAGE  
AMBASSADORS HAVE BEEN UP TO!**

## EASTER TRADITIONS IN LITHUANIA

Easter is a sign that spring and warm weather is on the way. Most of us wake up on Easter morning with a basket of chocolate and candy, but Easter is not just about that. Different countries have different Easter traditions. Today, I want to talk about the Lithuanian Easter Traditions.

The first mention of Lithuania was in the year 1009. It was in these years that Pagan Easter traditions were born and eventually morphed into Christian traditions we see today. Lithuania was the last country in Europe to change from Paganism to Christianity. Velykos is the Lithuanian word for Easter and it means the souls of the dead.

Ancient Lithuanian people believed that the egg was the key or circle to life and that it held special powers. Some even believed that the yellow of the egg was the soul of the snake and had mystical healing powers.

Now eggs are used as gifts and good luck symbols. The Saturday before Easter is time for decorating eggs. Lithuanian people use natural herbs, trees, flowers, and roots for decorating. The most ornate eggs were dipped into hot wax or boiled with onion peel to make beautiful egg designs. The colour of the eggs also have meaning: red represents life, green - the awakening of vegetation, blue - the sky, black - the ground, yellow - ripe corn and wheat at the harvest.

The Easter celebration starts in the morning. The Catholic families go to church services first and just after it, all the family members gather together to eat festive breakfast. The mandatory dish is eggs. Before eating it, everybody plays the cheerful egg tapping game. Each person chooses a hard-boiled egg and taps the tip of their egg over their opponent's. Unbroken eggs continue the game, till the last "healthy" egg remains.

One more playful tradition is egg rolling. Boiled and painted eggs are taken into competition. Eggs roll down the wooden chute in order to hit the opponent's egg. One the egg is hit, the holder can take the "tapped" egg. The person whose egg hits the most other eggs is the winner of the contest.

Some people believe Easter superstitions:

- If it rains on Easter morning, little children let it pour on their heads to ensure quick growth.
- If, on the way to Easter Mass you pass a woman, you'll have an accident. To take the "curse" off, you'll have to retrace your steps and take another road to church.
- After Mass, the person who arrives home first will be successful all year. Watch out for pushing and shoving.
- If an accident occurs on Easter, the rest of the year is destined to be fraught with bad luck.
- If Easter morning is sunny and beautiful, the summer will be fair. If it rains or snows, bad weather is to be expected for the rest of the year.



**ROBERTA, Y7**





# JAPANESE WORDS



**ELOISE, Y10**



Nihonjin Japanese

Excluding Kanji which comes from China, Japanese has two native writing styles - hiragana and katakana. Together they're known as kana.

Hiragana is the most commonly used, standard form of Japanese writing. It's the first form of Japanese writing that children learn. Each symbol represents a sound that is always pronounced the same.

To make a word in Japanese, you combine several characters, like how we connect letters. For example: 's' is pronounced 'su' and 'sh' is pronounced 'shi'. So to say Sushi you write 'su shi'.

Here are some Hiragana characters:

- |        |        |        |         |         |         |
|--------|--------|--------|---------|---------|---------|
| あ = a  | い = i  | う = u  | え = e   | お = o   | か = ka  |
| き = ki | く = ku | け = ke | こ = ko  | さ = sa  | し = shi |
| せ = se | そ = so | た = ta | ち = chi | つ = tsu | て = te  |
| と = to | な = na | に = ni | ぬ = nu  | ね = ne  | の = no  |
| は = ha | ひ = hi | ふ = fu | へ = he  | ほ = ho  | ま = ma  |
| み = mi | む = mu | め = me | も = mo  | や = ya  | ゆ = yu  |
| よ = yo | ら = ra | り = ri | る = ru  | れ = re  | ろ = ro  |
| わ = wa | を = wo | ん = n  | じ = ji  | ず = zu  | じゅ = ju |
| で = de | ど = do | べ = be | び = bi  | ぢ = ji  | ぐ = gu  |
| が = ga | ぎ = gi | げ = ge | ご = go  | ざ = za  | ぜ = ze  |
| だ = da | ば = ba | ぶ = bu | ぼ = bo  | ぱ = pa  | ぴ = pi  |
| ぷ = pu | ぺ = pe | ぽ = po |         |         |         |

## LANGUAGES ARE LIKE FLOWERS

Languages are like flowers, if you nurture them and put in the effort, then they will bloom. Languages take time and effort but they allow us to meet new people. Build new relationships and embark on adventures we never thought we would. Languages help keep the world intact.

Le lingue mangiò vita.



**SHILOH, Y7**





# LANGUAGE DEPRIVATION EXPERIMENTS

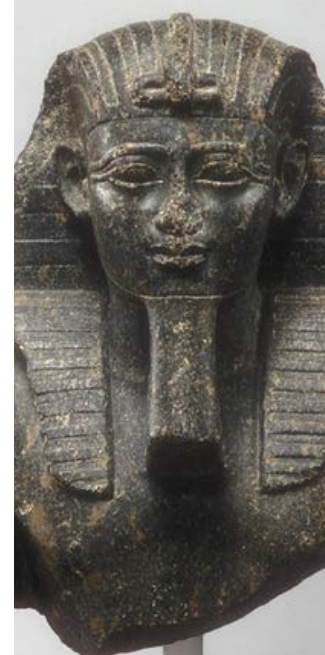
Language deprivation experiments were psychological experiments to find out the origin of language and how language was developed. Such experiments were quite extensive and fairly controversial to this day, so they only have been attempted at least four times throughout history. Such experiments consisted of isolating a child at birth or not speaking any words around the kid so to not influence the individual in any way and seeing what would happen, though the conclusion varied across the different accounts. Such experiments, close to this one though not designed to study language, was one conducted on apes and primates within a cage known as the pit of despair.

This experiment, though not relating to language development, was an experiment where the comparative psychologist Harry Harlow used a device called the vertical chamber apparatus, though actually more commonly referred to as 'the pit of despair'. He would place a rhesus macaque usually between three months and three years old who had already bonded with their mothers in the chamber alone for up to ten weeks. What he found is that within a few days they had stopped moving and remained sitting in a corner. Harlow spent his time studying maternal bonding what he liked to call "nature of love" and seeing how a mother's role affected the monkey's life and how similarly it would affect a human life.

Back on the topic of language deprivation, there were several accounts of this experiment which were conducted by mostly rulers in history. The earliest recording was in Herodotus's Histories where he noted that the Egyptian pharaoh Psamtik I (664-610 BE), 200 years prior to Herodotus writing his book. The pharaoh conducted this experiment on a child and came to the conclusion that the Phrygian race or at least its language was precedent to the Egyptian race as the child had said something close to the Phrygian word "bekos" meaning "bread" though this may have been an intentional interpretation of the child's babbling.

Another account is that of The Holy Roman Emperor Frederick II (13th century), who did the same experiments on some young infants without human interaction so he could allegedly discover what language was imparted upon Adam and Eve by God or see if the infant would develop any sort of natural language. His recordings were documented by a monk who disliked Frederick and had once compared him to the biblical plagues. He said that "foster-mothers and nurses to suckle and bathe and wash the children, but in no ways to prattle or speak with them; for he would have learnt whether they would speak the Hebrew language (which Frederick believed to be the first language), or Greek, or Latin, or Arabic, or perchance the tongue of their parents of whom they had been born. But he laboured in vain, for the children could not live without clappings of the hands, and gestures, and gladness of countenance, and blandishments.". A long time later, King James IV of Scotland was said to have conducted something along the same lines where two children were sent to raised by a mute woman living isolated on the island of Inchkeith so he could discover if language was learned or inherited. The children were said to have spoken good Hebrew, though such claims are discouraged by scholars and historians alike. The last main account of such experiments was by the Mughal emperor Akbar, who was said to have, again, sent some children to be raised by a mute wet nurse. He believed that speech came from hearing and therefore if the children were raised without hearing speech, they would become mute.

Overall, all these accounts are quite sceptically looked upon and may have only been used as exaggeration of a feat or to diminish the crowds good look upon the described individual. Even though they are all very unlikely, critical authors believe that Akbar's account is the most authentic. In all fairness it is an interesting experiment that even though could tell us a lot about our evolution and how one develops language, it would be unlikely to be carried out in our modern day due to its immoral treatment of the patients and due to human research protection laws which would surely make this experiment illegal. Even though some believe to have written about the answer and have conducted such experiment it is unlikely we will ever know the truth about language or at least not at our current date.







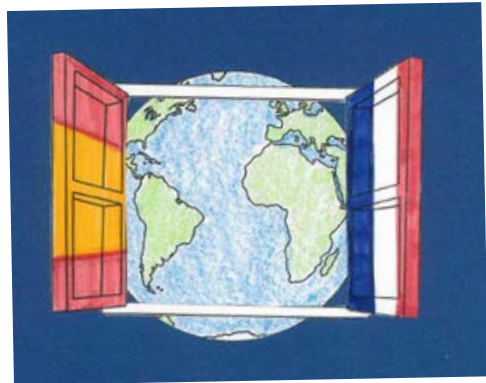
**MISS ROWDEN**

Miss Rowden is really impressed with the consistent effort that has been made by the Language Ambassadors since Christmas. The Ambassadors have responded fantastically to any tasks and challenges that have been set and have been highly committed throughout this period. The next Language Ambassador meeting will take place on Wednesday 21st April between 3:45pm and 4:15pm on Teams. Any Ambassadors that cannot attend for any reason should let Miss Rowden know in advance. During the meeting we will be talking about plans and activities for the remainder of the year, who will lead on certain areas and we will also be organising the distribution of our prestigious Language Ambassador badges for those students who have engaged consistently well with the scheme thus far. A huge 'well done!' to all involved and please do keep up the fantastic work! – Miss A Rowden (Teacher of MFL)

# LANGUAGE AMBASSADOR COMPETITION

The MFL Department at BFS are really impressed with the number of high quality entries produced by some of our wonderful Language Ambassadors for a few competitions that we ran recently. There were three competitions in total – to design a logo for the MFL Department at BFS, to design a Spanish praise postcard and to design a French praise postcard – all of which will be used regularly by our MFL Department. We are delighted to announce the winners of our competitions below, along with some pictures of their fantastic work. A huge 'thank you!' and 'well done!' goes to all other students who submitted an entry. Prizes for the winners and runners up for each category will be distributed by Miss Rowden very soon!

## MFL LOGO COMPETITION



**WINNER: ELOISE, Y10**

**RUNNER UP: ROBERTA, Y7**

## SPANISH PRAISE POSTCARD COMPETITION



**WINNER: DARIO, Y9**

**RUNNER UP: MILA, Y8**

## FRENCH PRAISE POSTCARD COMPETITION



**WINNER: DARIO, Y9**

**RUNNER UP: EMMA, Y12**



# SPRING FESTIVALS

Every year the spring weather brings a change in our moods, how we socialise but most of all it brings celebrations and festivals that bring people together. This year a deep sense of anticipation is in the air, while we all patiently await for restrictions to ease, we also feel an urgent need for rejuvenation and triumph. We will defeat Covid-19!

That rejuvenation or rebirth and triumph are the themes of Holi, Pesach (Passover), Easter and Ramadan. Religious festivals celebrated by Hindus, Jewish, Christian and Muslim communities across the world. This year they are marked from March to May, closely following or even overlapping each other. Passover and Ramadan have not occurred in the same month over three decades!

## HOLI



27-28 March 2021 Holi was celebrated in Hindu communities and families felt the urgency to celebrate life with colour and retell stories of good overcoming evil to continue to feel inspired and hopeful.

Holi is a popular ancient Hindu festival, also known as the "Festival of colours", and the "Festival of spring". It celebrates the victory of Lord Vishnu's Narasimha Avatar over Hiranakashyap which signifies the triumph of good over evil. It also celebrates the divine and eternal love of Radha Krishna.

It's a two-day Hindu festival that originates in India. On the first day, people will gather around a bonfire and celebrate good triumphing over evil. But it's the second day that most people will recognise - that's when perfumed powder called gulal is pelted at everyone and made to stick with water pistols and balloons. In the UK, this year it was small and confined to people's gardens with their 'bubbles'.



## PASSOVER

## CELEBRATE PASSOVER FESTIVAL OF FREEDOM

Passover 2021 began in the evening of Saturday, 27 March and ends in the evening of Sunday, 4 April. Our history is rich with stories of overcoming dark moments, and from that experience the urgency to not repeat it again. The story of Moses freeing the Israelites from slavery has inspired the building of many great civilizations. Pesach/Passover is celebrated by Jews every year, commemorating the anniversary of the miraculous Exodus from Egyptian slavery, as told in the Bible.

On the first two nights of Passover, Jewish families hold a Seder. The Seder meal is a special meal that carries many of symbolism of Passover, connecting past and present. After this, candles have been lit, they enjoy a ritual-rich 15-step feast, which centres around telling the story of the Exodus. Some highlights include: Drinking four cups of wine, dipping veggies into saltwater, children kicking off the storytelling by asking the Four Questions (Mah Nishtanah), eating matzah (a cracker-like food, which reminds us that when our ancestors left Egypt they had no time to allow their bread to rise) and bitter herbs, and singing late into the night.

As Jewish communities close their festivities and a power surges through each believer filling them with hope, The Christian Community, start their celebration of another central figure triumphing over an internal darkness and death.







# EASTER

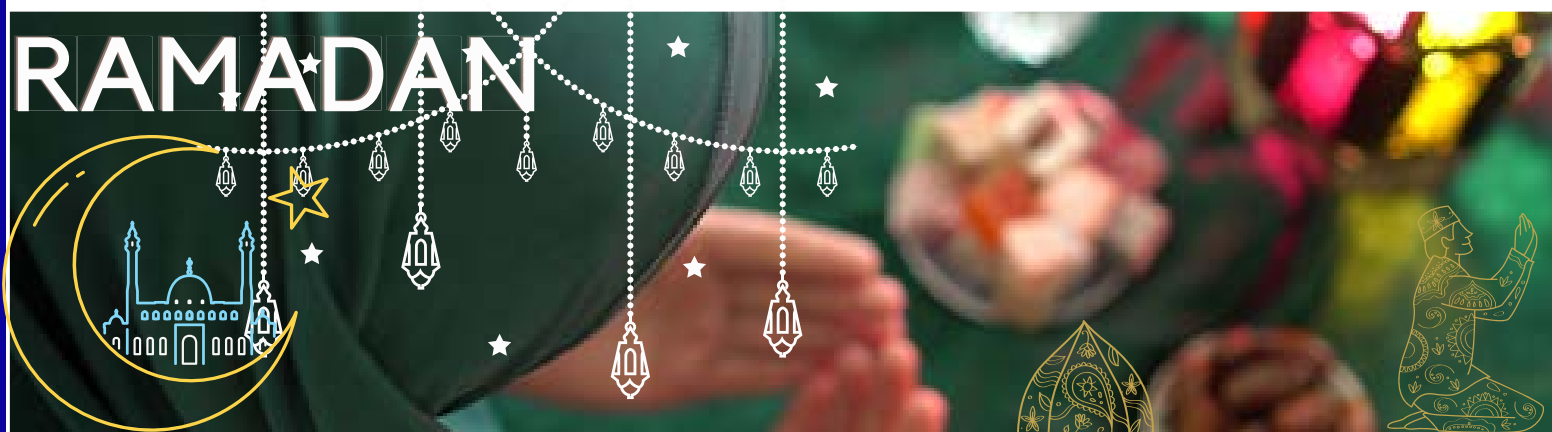


Easter is celebrated on Sunday, April 4, 2021

Easter, Latin Pascha, Greek Pascha, is the principal festival of the Christian church, which celebrates the Resurrection of Jesus Christ on the third day after his Crucifixion. Easter is a joyous holiday seen as the fulfilment of the prophecies of the Old Testament and the revelation of God's plan for all of humankind. In commemorating the Resurrection of Jesus, Easter celebrates the defeat of death and the hope of salvation. Christian tradition holds that the sins of humanity were paid for by the death of Jesus and that his Resurrection represents the anticipation believers can have in their own resurrection.

Easter, like Christmas, has accumulated a great many traditions, some of which have little to do with the Christian celebration of the Resurrection, all of which will be adjusted this year to keep people safe.

- Easter Eggs, painted and hunting for chocolate ones!
- Easter Mass/Midnight Mass
- Family Meals
- Processions with the cross



Ramadan 2021-12 April- 10 May 2021

Following the festival of Jesus' feat over death and his rebirth, is a most sacred Month of Ramadan celebrated by Muslims across the world. Ramadan is known as the Month of fasting and Quran. Muslims do not drink or eat from dawn to dusk. Children, the elderly, pregnant women, and the sick are exempt. The 30 days are divided into 3 parts, first are the days of Forgiveness, followed by days of Mercy and last the days of Emancipation. Ramadan is a month of repairing, of overcoming struggles and amending the self to be whole. For many it's learning discipline in order to achieve a better outlook on life.

In a time when we are learning new ways to cope in isolation, Ramadan carries essential lessons: withdrawal from everyday activities to focus on faith, family and community.

A crucial ritual of Ramadan is to feed others, in abstaining from eating all day, Iftar (breaking fast meal) brings with it a great joy. It is shared with family, friends and neighbours.

In Bristol the Muslim Community turns St Mark's Road in Easton into a long dining table, and thousands of people break bread under the moon and stars.



A tradition many are anticipating will return soon!

**SO WHETHER YOU HAVE ALREADY CELEBRATED HOLI OR WILL BE CELEBRATING PASSOVER, EASTER AND RAMADAN THESE COMING WEEKS, HAPPY HOLIDAYS!**



# THE OXFORD UNIVERSITY COMPUTING COMPETITION SUCCESS FOR HARRY!



**UK Bebras**  
Computational  
Thinking  
Challenge



Congratulations to Harry M in Year 9 who came **FIRST** in the grand final of The Oxford University Computing Competition. In November, more than 123,000 students across the UK entered the Bebras Computational Thinking Competition. The Top 10% were invited to The Oxford University Computing Competition semi-final and Bristol Free School had an amazing 76 students invited. The Grand Final involved the top 20 students in each age group, and I am so pleased, but not surprised, that Harry came first! A full report will be available in the newsletter next week. Congratulations - what an achievement!

## Y8 AMAZON APP COMPETITION - SURVEY ON CLASSCHARTS

The 2021 Amazon App competition deadline is fast approaching, and the Year 8 team are busy finalising their presentation ready for submission. Their proposal is for an app that enables students to organise their schoolwork priorities against their extra-curricular activities and they have written a survey for students and a survey for parents to find out your views. Both are on Classcharts as Announcements and the team would love you complete the survey for their statistics! Last year, we had a team in the Final 10 out of 200 entries and we are aiming for the finals again this year! Thank you in advance.

Mrs Sherman



**Inspiring girls to consider a career in tech**



**MISS LUDWELL,  
TEACHER OF ENGLISH**

# BFS ENGLISH

What a term it has been! I know we are all desperate to enjoy our half term throughout (a hopefully) sunny April, but before you all race off, I am desperate to share with you the astounding quality of stories and poems I was sent by students in our school.

I am very proud to share with you all our winners for the RET Creative Writing Competition: Tilly (7TG5), Eloise (10TG6) and Ben (10TG4).



**TILLY, Y7**

## A DIFFERENT TIME

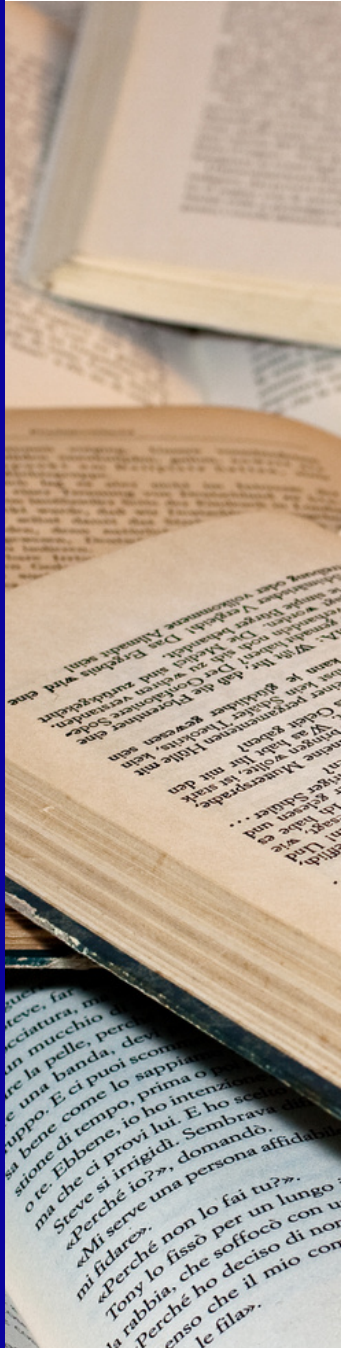
The world used to be different,  
We used to run to far away fields with our friends  
We used to have large gatherings with our relatives  
We used to run our hands along everything  
Taking in the different touches and surfaces  
The world was our canvas,  
You could do anything,  
Any place, any time, any person.

All at once, everything changed,  
Suddenly our friends stopped coming round  
Our families stopped gathering  
The distant fields were too far  
Every surface seemed dangerous or unclean  
No matter what it was before,  
Everyone covered their smiles  
People were restricted to their own homes  
Only to leave for 'essentials',  
Imprisoned in our own comfort.  
Out of sight, out of mind.

Many are no longer with us,  
Many are far weaker than before,  
Almost a year ago we were free,  
Hopefully, soon we'll be free again  
No longer imprisoned in our lives  
Unable to explore.

These days we can learn again,  
See fellow students and leave our homes  
However, now weekly tests are needed,  
We are to cover our expressions more often,  
Each person still needs to distance themselves,  
But today is different,  
And so is tomorrow  
Just like yesterday

Each day brings a new gift or challenge,  
That is why it's called present.







ELOISE, Y10

## THE SONG BIRD

In that moment, the warm breeze became a harsh chill. The intricate bird songs turned to horrifying, tuneless squawking. Joy twisted and hardened into nothing but pure agony. As he let go of her hand, her heart froze, and her life was ripped apart. The torment of loneliness landed on her shoulders, crushing her deep into an everlasting depression. Even the simple task of taking a single, shallow breath became excruciatingly torturous. Suddenly everything was misery. Beautiful memories became hideous wounds in her mind. No number of surgeries would ever heal, or even hide, these deep scars. If only it were real damage. Then it could be fixed and forgotten in a matter of hours. She had the worst kind of injury: mental torment that would never leave her. With black tears streaming down her pale face, she trudged down the small lane, lined with the most stunning, most delicate cherry blossoms. Memories flooded her brain, an unstoppable tsunami of sheer pain. Hundreds, thousands, of times they had strolled down this path, hand in hand, with pure happiness in their hearts. Now, as she dragged her feet through the dirt, all she wanted to do was forget. Forget the beauty that now ripped her apart, forget the agony, forget him.

Dread drowned her as she approached the place. A place that she once held so fondly in her heart, a place so special to them. Not anymore. Desperately gasping for air, she hurled her bag to the ground and frantically hunted for the tool she needed. Armed with nothing but a blunt pair of scissors, she attacked the giant oak tree that held the most agonizing, most crushing memories. Hacking at the bark that was so lovingly engraved with their initials, she destroyed the carving, and the pain that went with it.

Without warning, her pain intensified, causing her to crumple under the pressure. She felt completely destroyed. Every stab she made at the tree hurt her ten times as much. Nothing could ease her pain. Her forehead throbbed as she tried to control the flow of tears. Her eyes became redder and redder as she repeatedly rubbed and dried them. By the time she finally got them to stop, the sun was setting behind the tree. Pushing through the pain, she forced herself to her feet.

"You are stronger than this," she whispered to herself as she shook out her hands "Come on. Don't let him win." Chanting her small speech, she pulled herself forward, willing herself to get back to her flat. Clenching and unclenching her fists, breathing in and out, blinking every few seconds. Small distractions from her pain pushed her through.

After what felt like years of emotional torment and mental battles, she made it back to her home, her safe place. Her hands shaking uncontrollably, she retreated to her bedroom and sat on the bed, feeling number than ever before. Not a single thought passed through her mind. It was just emptiness. The image of her room became darker and darker, until she fell into unconsciousness...

As she dreamt, she released a fire, a huge unstoppable fire. It burnt its way through her mind, torching anything she wanted to leave behind. Images of two hands, clutched tightly together became nothing but embers; promises that she swore never to break were shattered in seconds; the emotions that caused her suffering torn apart and engulfed in flames... In that moment she decided. Even though she was not conscious, her heart knew it was the right thing to do. She locked her heart up and buried it so deep inside herself that no-one would ever recover it.

She decided to never be hurt like this again.

She decided never to love again.







**BEN, Y10**



## THE SOUL

Like a crazed flower in ill entropy  
 Relentless life rotting in death  
 For good: bad paints it on the  
 creature of our minds  
 To forget the largo sequence of life  
 An inexorable plummeting to death of a spectacular magnitude  
 Is to suffer from the extents of change.

Life is a fragile breath of peace and destruction  
 Dissipating sanity  
 And cold restless harmony  
 Depending on recent tragedies. the  
 Pain of simply depending is enough  
 To suffer the extents of change.

To an innocent soul, change is coming  
 But a sad cry of help is heard  
 He said to me, there can be a found a  
 Desperate scrap of meaning in a beautifully desolate world  
 Change is in the air, the ground, the soul  
 hold  
 hold



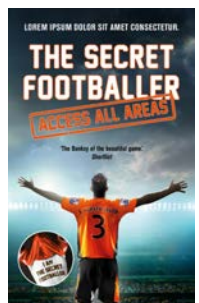
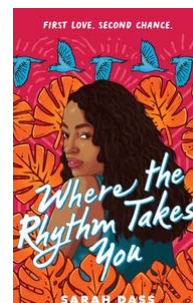
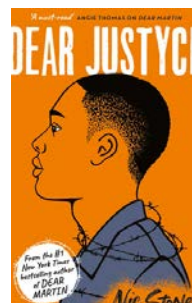
## MISS LUDWELL RECOMMENDS...



I will always encourage reading as it's amazing, but if you don't fancy reading a whole novel this half-term, why not read one of the competition entries. I promise that you will not be disappointed.

For those of you, who are eager to get their hands on a new book (like me!), here are a few suggestions:

- Carnaby – Cate Sampson
- Star by Star – Sheena Wilkinson
- The Gilded Ones – Namina Forna
- Dear Martin (and Dear Justyn) – Nic Stone
- Where the Rhythm takes you – Sarah Dass
- The Secret Footballer – The Secret Footballer



# BFS CAREERS



**MR PARRY**

HEAD OF BUSINESS AND CAREERS LEADER

### Virtual Work Experience Opportunities:

Below are some exciting virtual work experience opportunities that students may want to consider participating in, which are running in the Easter and June half term. Please click on the relevant links for more information and the application process. When applying for these placements, please note that students need to put their school email address.

### Eco Schools Action – Keep Britain Tidy

- Dates: 1 – 2 June 2021 ( 9am – 12pm)
- Eligibility: 15 – 19 year olds interested in promoting eco-action in their school and local community
- Application Deadline: 30 April 2021
- <https://www.s4snextgen.org/Opportunities/View/id/1354>



### Virtual Work Experience with Hewlett Packard Enterprise for Y10 & Y11 - Bristol & surrounding areas

- Dates: 12 - 16 April 2021 (10am – 3pm)
- Eligibility: Year 10 and 11 students interested in improving their employability skills
- Application Deadline: 4 April 2021
- <https://www.s4snextgen.org/Opportunities/View/id/1351>



### Green Skills National Competition with Anglian Water

- Dates: 26 May 2021 (9am - 3pm)
- Eligibility: 14 – 19 year olds keen to fight climate change.
- Application Deadline: 12 May 2021
- <https://www.s4snextgen.org/Opportunities/View/id/1260>



### National Grid - Thinking about a career in energy ?

- Dates: 27 - 29 April 2021 (4pm – 5pm)
- Eligibility: 16 – 19 year interested in employability opportunities at the National Grid
- Application Deadline: 8 April 2021
- <https://www.s4snextgen.org/Opportunities/View/id/1355>



### British Army Insight Session (Female Students)

- Dates: 3 June 2021 (10am – 12pm)
- Eligibility: 15 – 19 year old female students interested in a career that makes a difference.
- Application Deadline: 3 May 2021
- <https://www.s4snextgen.org/Opportunities/View/id/1360>





### Year 11 Virtual Work experience within Cisco`s Tech/Business Departments

- Dates: 5 - 9 July 2021 (9:30am – 4:30pm)
- Eligibility: Year 11 students curious about a career in technology
- Application Deadline: 9 May 2021
- <https://www.s4snextgen.org/Opportunities/View/id/1344>

### Virtual Work Experience with the national tourism board – VisitBritain/VisitEngland



- Date: 2 – 4 June 2021 (10am – 3pm).
- Eligibility: 16 – 19 year interested in learning what opportunities working in tourism could provide.
- Application Deadline: 2 May 2021
- <https://www.s4snextgen.org/Opportunities/View/id/1378>

### Hive Projects: Introduction to the Built Environment



- Date: 3 June 2021
- Eligibility: Year 10 and 11 students keen to learn about design and engineering.
- Application Deadline: 30 April 2021
- <https://www.s4snextgen.org/Opportunities/View/id/1390>



### Careers in Construction - Dragados

- Dates: 1 June 2021(10am -12pm)
- Eligibility: 15 – 19 year olds interested in apprenticeships and careers in construction, transport and infrastructure.
- Application Deadline: 1 May 2021
- <https://www.s4snextgen.org/Opportunities/View/id/1398>

## FINDING AN APPRENTICESHIP

Apprenticeships are jobs and so employers advertise the vacancies, students need to proactively search for a vacancy for the best chance of getting one:

- Register on the government’s ‘find an apprenticeship’ website. You can search and set up vacancy alerts by location and by level, but also use the filters in the ‘browse’ area to search by sector. <https://www.gov.uk/apply-apprenticeship>
- Sign up to the Careerpilot website and use the apprenticeship tool to find out more information and to also search for vacancies - <https://www.careerpilot.org.uk/information/apprenticeships>



Please see information about some apprenticeship opportunities:

- Navy <https://www.royalnavy.mod.uk/careers/levelsof-entry/apprenticeships>
- Dyson <https://www.dysoninstitute.com/>
- Airbus <https://www.airbus.com/careers/apprenticesand-pupils.htm>





**SPEAKERS**  
for schools

# SPEAKERS FOR SCHOOLS

Speakers for Schools has a vast array of talks and also have live talks where students can sign up. If any students wish to 'virtually' attend these live talks when they are meant to have a lesson must email their subject teacher to seek permission as our normal school curriculum would take priority. The live talks are also recorded so students can always access the talks at a later date. Please see the schedule for next week and details below: <https://www.speakersforschools.org/inspiration/vtalks/upcoming-vtalks/>



**SPEAKER:** How to dare to change your life, with Lawrence Okolie and Harry Pinero  
In Partnership with Penguin Talks  
**DATE:** Tuesday 20 April  
**TIME:** 11:00 – 12:00  
**YEAR GROUP:** KS4 – 5 / S3 – 6



**SCIENCE MUSEUM**

**SPEAKER:** Dame Mary Archer, Chair, Science Museum Group  
**DATE:** Tuesday 20 April  
**TIME:** 17:00 – 18:00  
**YEAR GROUP:** KS 3 – 5 / S 1- 6



**SPEAKER:** The Right Honourable the Lord Mayor Alderman William Russell  
**DATE:** Wednesday 21 April  
**TIME:** 17:15 – 18:00  
**YEAR GROUP:** KS 4 – 5 / S4-6



**SPEAKER:** Lord Richard Chartres & Baroness Rosie Boycott, Peers for the Planet  
**DATE:** Thursday 22 April  
**TIME:** 17:00 – 18:00  
**YEAR GROUP:** KS 4 – 5 / S4-6



## JOIN GREEN SKILLS WEEK

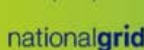
5th – 9th April 2021

#GreenSkillsWeek • [greenskillsweek.org](https://greenskillsweek.org)

Primary sponsor



Champion sponsor



Supporters



**SPEAKERS**  
for schools  
GREEN SKILLS



# MENTAL HEALTH & SAFEGUARDING

*Mental Health & Safeguarding Support, Advice & Information*

## STRESS AWARENESS MONTH



Welcome to Stress Awareness month!

Stress - It's such a big word encompassing such a vast and varied plethora of feelings, emotions, thoughts and actions. Let's break it down though.

Firstly, stress is not necessarily a bad thing. Without this brilliant ability to feel stress we wouldn't have survived. Our ancestors used the onset of stress to alert them to potential danger, which we have adapted to help us cross roads safely, not fall down holes and generally keep ourselves out of harm's way.

Secondly, it is a physical response. When stressed, the body thinks it is under attack and switches to 'fight or flight', releasing a mix of chemicals / hormones to prepare for physical action. This rush of energy is the reactional state where heat is pounding, blood is racing and breathing is heightened – resulting in the ability to focus and respond quickly.

The challenge for us all is the third type of stress. The time when our body goes into a state of stress that is inappropriate for the situation. When blood flow is only going to the important muscles needed to fight or flee, and the brain function is minimised. This leads to inability to rationalise thought, unable to 'think straight'. If we are kept in this state for long periods, it can be detrimental to both mental and physical health.

If you feel that your child is experiencing inappropriate levels of stress as per type three then give us a shout. We might have ways to quickly ease that worry, or have internal or external interventions to refer to. Please contact us we are more than happy to talk through and advise accordingly.

**[tellsomeone@bristolfreeschool.org.uk](mailto:tellsomeone@bristolfreeschool.org.uk) 01179597200**



Ms Townsend, *Mental Health & Safeguarding Manager*



Mrs Foster, *Medical & Safeguarding Officer*





# STRESS TIPS AND SUPPORT



## Stress tips for individuals

The Stress Management Society is a non-profit organisation dedicated to helping individuals and companies recognise and reduce stress.

<https://www.stress.org.uk/stressawarenessmonth/>



## Feeling stressed?



### Feeling stressed?

There are plenty of things you can do to help cope with stressful events, and simple steps you can take to deal with feelings of stress or burnout.

[https://www.nhs.uk/oneyou/every-mind-matters/stress/?WT.tsrc=Search&WT.mc\\_id=Stress&gclid=EAIaIQobChMI\\_cKmr\\_na7wIVQevtCh1F2gGnEAAAYASAAEgInQfD\\_BwE&gclid=aw.ds](https://www.nhs.uk/oneyou/every-mind-matters/stress/?WT.tsrc=Search&WT.mc_id=Stress&gclid=EAIaIQobChMI_cKmr_na7wIVQevtCh1F2gGnEAAAYASAAEgInQfD_BwE&gclid=aw.ds)



### 10 stress busters

If you're stressed, whether by your work or something more personal, the first step to feeling better is to identify the cause.

<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/tips-to-reduce-stress/>



### 5 steps to mental wellbeing

Evidence suggests there are 5 steps you can take to improve your mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life.

<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

### Student Stress

Tips to deal with stress related to starting university, exams, dealing with coursework deadlines, living with people you do not get on with, or thinking about the future.

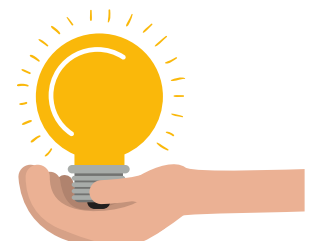
<https://www.nhs.uk/mental-health/children-and-young-adults/help-for-teenagers-young-adults-and-students/student-stress-self-help-tips/>



### 10 Stress Busters

"In life, there's always a solution to a problem,"

<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>





## Mental Health Foundation

Prevention is at the heart of what they do. Their knowledge, informed by rigorous research and practical based study, has been pioneering change for more than 70 years.

Find out more about stress here: <https://www.mentalhealth.org.uk/a-to-z/s/stress>



## Anna Freud - Their mission is to transform the experience of children, young people and their families with mental health

**Stress Release** - It's natural to look for distractions or ways to cope with difficult feelings. Check out these examples - <https://www.annafreud.org/on-my-mind/self-care/little-actions-to-release-tension/>

**Self Care** - Self-care is about the things we can do to look after our own mental health. Have a look at these strategies - <https://www.annafreud.org/on-my-mind/self-care/>



It's time to talk, it's Time to Change Campaign:

<https://www.mind.org.uk/news-campaigns/campaigns/time-to-change/>

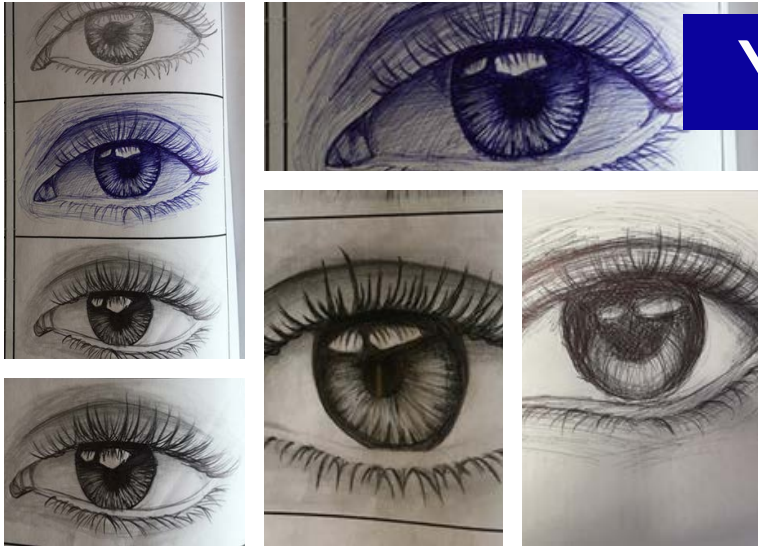
### How to worry less

- Recognise that worrying is not helping you, but draining your energy & stressing you out.
- Start noticing when you are worrying & give yourself permission to stop. Remind yourself regularly.
- Practice 20 minutes of daily mindfulness meditation to teach how to let go of thoughts
- Make the distinction between a real problem & an imagined scenario that hasn't happened yet.
- Be patient with yourself. Learning how to worry less takes time.

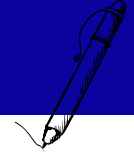




# BFS Art & Photography

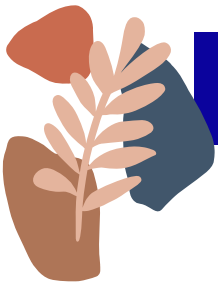


## YEAR 9



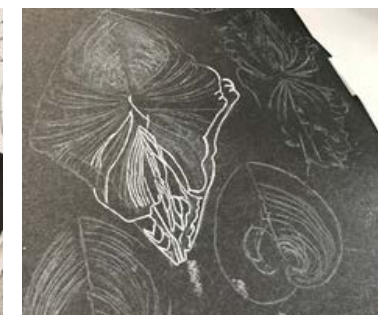
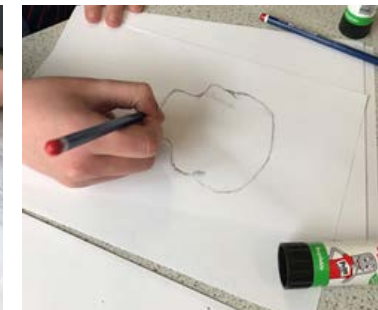
Year 9 are continuing to refine their portraiture skills in preparation for a bigger piece on famous icons next term.

Well done Katie and Tyler



## YEAR 10

Year 10 have been working really creatively and independently on designs using collage and drawing





# BFS Art & Photography



## YEAR 10&11



Year 10 & 11 have been producing beautiful clay pieces inspired by natural forms.

Fabulous work from Chi, Taylor, Boroka, Keziah and Anna



## YEAR 12

Year 12 have begun developing themes for their personal investigations.

Rachel is interested in the idea of protest and producing stunning pencil recordings.

★CONGRATULATIONS★

Y9  
PHOTOGRAPHY  
COMPETITION  
WINNERS

amazon

- Elen
- Thomas
- James
- Maha



amazon  
giftcard





Design & Technology

# Zombie Apocalypse: Supermarket Challenge!

KS3 students completed their Zombie Apocalypse challenge that started during the last phase of remote learning.

Students have developed their knowledge of technical textiles, robotic fashion and wearable technology to create zombie-busting outfits!



7C3 DT students modelling some of their wearable tech and body armour.



A selection of work from across the three year groups.

