

# REFLECTIVE BEDDE'S

Summer 2020



Anggun Tjhin  
*Upper Sixth*

# HEADMASTER'S WELCOME

**W**elcome to this Summer Term edition of the Bede's Senior School newsletter. This term has been a challenging one for us all, yet we have been truly inspired by the manner in which the Bede's community has come together from around the globe to connect with and support one another. Our pupils have proven themselves to be adaptable, resilient, creative and – above all – kind, and the way in which they have embraced remote learning has been truly remarkable. My colleagues have been genuinely



inspirational in difficult circumstances, their collaborative purpose has been a joy to witness.

Although life has been extraordinarily quiet in Upper Dicker throughout the lockdown period, it was wonderful to see some of our Lower Sixth and Lower Fifth back at Bede's to work in school and having the opportunity to socialise with their peers (while following social distancing guidelines).

We are very much looking forward to welcoming all of our pupils and colleagues back at the beginning of the next academic year. We are delighted to have adopted the Boarding Schools' Association's Covid-Safe Charter, which demonstrates our commitment to adopting best practice while preparing for everyone's return. We will be doing all we can to ensure that our return to school is as safe and secure as we possibly can.



Wishing everyone a wonderful summer holiday. Stay safe, take care, and we look forward to seeing you all soon.

## PRIZEGIVING

**T**his year's annual Prize Giving was held virtually, with speeches from the Chair of Governors, the Headmaster and Heads of School all filmed and aired on YouTube. Our prize winners who were sadly unable to step onto stage to receive their prizes in person were instead sent their book token, along with a certificate and we were delighted that so many of them took us up on the suggestion of submitting a photo of themselves with their certificate which was featured in the virtual event as their names were read out by Mr Tuson.

Whilst this year's Prize Giving provided the final opportunity in the school year to reflect on the momentous events of recent months, it also provided a welcome opportunity to remind ourselves of all the memorable moments in the school calendar that had preceded it and in his review of the year, Mr Goodyer reminded us of some of the great achievements on a school, house, team and individual level.

Our Heads of School, Freddie Tuson and Kristen Chan addressed us from their respective homes in Upper Dicker and Hong Kong and shared with us their highlights from the year, as well as reflecting on the collective work of the entire prefect body.

We also enjoyed musical performances from Ksenia Reimchen, Charlotte Webb, William Hopkins, Aisling Cotter, Jessica Frisby and Daisy Noton.

Thank you to all of the members of the Bede's community who joined us from across the world to reflect on the year and celebrate the achievements of our pupils.



# BEDE'S

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# ENGLISH

**I**t has been a busy term in the English department, and I am consistently impressed by the creativity, motivation and ambition shown by the pupils - not least in the most extraordinary of circumstances that we have all found ourselves in this term.

I am very thankful to my teaching colleagues for embracing the challenge of remote learning so vivaciously, with many lessons benefitting from their efforts to make learning interesting and interactive, even through a computer screen. One such example is Mr Vaux, who finished the Spring Term with a fun exercise with his Upper Fifth class. He set the pupils a task: find the most interesting spoon in your house, and write a short, one-stanza poem inspired by their sensationally singular spoons in just 20 minutes. "This group are brilliant, and are fiendishly clever, and have worked so hard," Mr Vaux explained, "and having their GCSEs disrupted caused them quite a shock. Against that backdrop, it seemed like we ought to use our last hour together before the holiday to be a bit ridiculous and unleash some creativity. It was a bit of a madcap scramble for all of us, with lots of laughing and a real sense of joy."



My Lower Sixth class enjoyed an online session with the award-winning performance poet, Luke Wright. He provided a surprise live poetry set over Google Meet, featuring verse about Brexit, parenting, masculinity and B-movie horror. It was a real treat, and I am very thankful to Luke for giving up his time - the pupils were certainly inspired by his performance.

To mark what would have been William Shakespeare's 456th birthday on 23 April, pupils and staff chose to read a short extract from their favourite Shakespearean piece - the finished video of which can be found on YouTube. Some clips are funny, some are serious - and all are a joy to watch.



The drama continued in my improv' activity resulted in 'Murder Most Hurried' - an online, totally improvised murder mystery - featuring costumes, bad accents, skullduggery, a seance, and Freddie Tuson beat-boxing on a funeral-song about angling! A huge thanks to Mr Choithramani, Freddie Tuson, Max Mason, Alyssia Smith, Imogen Smith, Charlotte Webb and Abbey Freeman.



And finally, the end of term brought with it a gem from Ms Savage's First Year classes. The Artists' Book project saw pupils of mixed abilities create wonderful pieces, which have been made into a video that can be viewed on YouTube. "Book Arts is a genre of visual Art concerning the innovative book form where interpretation, nuance, sequence and narrative are conveyed conceptually in an artefact," Ms Savage explained. "Learning skills for reviewing, this project invited the Year 9s to identify the key meaning or powerfully conveyed details from a novel they had read, and encapsulate and interpret these in an original Artists' Book.

"The pupils' interpretations are hugely imaginative and inspiring. This mind-expanding project will further the pupils' analytical skills, attention to detail, and confidence in personal engagement and interpretation of text."

The projects were sent to Dr Jackie Batey, Course Leader of MA Illustration at the University of Portsmouth for comment, and she kindly responded with the following message to our pupils: "There are some wonderful ideas in your creations and I really enjoyed how many of you sought to challenge what a book can be by making 3D objects, illustrations and sculptures. I work with university students on the BA Illustration course who tackle a similar project, taking their favorite novel and finding inspiration to make their own artist's book. It's great to see you being able to do this in Year 9 and I know it's not an easy thing to do."

What a wonderful way to end the term!

**Matt Oliver**  
*Head of English*

# STEM

## GALACTIC CHALLENGE

The Galactic Challenge has traditionally been a face-to-face competition for pupils from Years 9 to 13, however in the current pandemic, an online competition was launched for pupils aged 9 to 19 years old just prior to the start of the Summer Term. The brief for this first challenge was to design a lunar rover in the year 2030 for a crew of four astronauts that would have a six-month mission duration. Entries were so numerous that a further requirement for teams to describe how they would land the vehicle to the surface and keep the astronauts safe in the event of a crash was added and the deadline for submission extended until half term.

Bede's had only one entry this time around, from the redoubtable Lower Fifth duo of Ellie Abel and Oliver Hayes-Bradley and their design won them a silver award in the Key Stage 4 entries.

The judges particularly liked the use of deforming wheels to cope with the vagaries of the lunar surface and to assist in cushioning the landing of the vehicle. They also appreciated the level of research into the use of LiDAR for landing and navigation when traversing around the surface and the detailed power generation.

The only significant error was they played things rather too safe with regard to the walls of the vehicle, which would have made the rover far heavier than was needed and hence the cost of transportation to the moon would have been significantly increased.

A second challenge has now been released, this one relating to a mission to Mars in the year 2041, and requires the teams to produce a four-page proposal for a mission for a crew of 30. This challenge does not require a huge amount of science (with the exception of thinking of two experiments the crew might undertake during their 9-month voyage), but focuses more on the life of the astronauts, how they would stay physically and mentally healthy, what activities they might do (e.g. exercise and recreation), rather than the construction of the spaceship itself, albeit they want visuals of the interior and exterior design and a description of how it will be propelled to Mars. Wishing the best of luck to all Bedians who have entered!

**Bill Richards**

*Head of Maths and Galactic Challenge CEO*

## CHEMISTRY

It has been a busy term in the Chemistry department.

The First Year and the Lower Fifth have been looking at Earth's resources. This has included the treatment of water, the extraction of metals and how "reduce, reuse and recycle" can impact the environment and might give a better life for future generations.

In the Lower Sixth, pupils have made a head start to their final year of Chemistry A Level. They also had an opportunity to extend their knowledge of science by reading and presenting their choice of a scientific article.

As Head of Department, I cannot thank the students enough for their continued effort, continued enthusiasm and participation in lessons despite the very difficult circumstances. They are a true credit to the School. I also would like to express my gratitude to my colleagues - Mr Carville, Mr Mpandawana and Dr Durkin for their continued effort and support. They are a pleasure to work with and are truly an amazing team.

**Laure Finat-Duclos**  
*Head of Chemistry*

**Galactic challenge 2020 digital challenge**  
**Our vehicle B.I.L.L. - Big Interplanetary Location Lander**

**Materials used and structure**

**Exterior walls**

- 5cm kevlar, distributes kinetic energy outwards
- reducing pressure on the concentrated area.
- external thermal blanket 2cm, minimises absorption of heat and refracts a proportion of the heat.
- polyethylene 2.5 cm.
- self polymerising liquid 2.5cm.
- zinc aluminium alloy 5 cm, low mass, shatter resistant, high strength.
- internal scuff layer 0.5cm, prevents damage if the wall is penetrated by soil -catastrophic even the bladders will seal the breach. Wall thickness= 28cm.
- Total mass for the space vehicle exterior body= 15,210 kg

**Interior compartment**

Interior walls can be built out of a zinc aluminium alloy with a scuff layer  
Zinc to aluminium(3:1)  
Around a density of 28.4kg/m<sup>3</sup>.  
Giving the 8m by 4m by 3m in a 5 cm thickness internal frame  
2.5 cm thick wall of sorbothane metal  
Total weight of 1800 kg.  
Total vehicle weight 16260kg

**Well structure**

**The front window structure**

# COMPUTING AND IT

## AMAZON FIRETECH ONLINE PYTHON PROGRAMMING TOOL

**A**s with the rest of the school, clearly we had the challenge of communicating with pupils remotely, however, in IT and Computing there was the additional issue of ensuring pupils could access suitable applications. Some of the applications we use at school are under an education license and not available outside school, other apps are just expensive or don't run on platforms such as iPads or ChromeBooks. Being able to adapt our scheme of work to tools that were available to all pupils working remotely remains an ongoing challenge for ourselves and other departments, however, there were some very interesting developments during lockdown and one I would like to discuss was a platform developed by Amazon Firetech. Firetech have been providing summer camps and computer-based courses for a long time, however, the partnership with Amazon has provided pupils with access to online learning tools in Computer Science - and when the lockdown began they made the awesome decision to offer it for free.

At first I was somewhat sceptical; many online programming tools require a degree of guidance and pupils struggle to access these platforms, and even if access is available, the tools themselves require quite a sound level of knowledge before the pupils can engage.

Not so with Amazon Firetech. I was blown away by the easy to use interface, not only that, the stages of development ensured beginners could access aspects of learning whilst experienced developers could also get something from the 4 units provided. What they have managed to do is quite simply build a tool that develops a pupils grasp of Python in a fun and engaging "game" (some pupils may disagree with the choice of this word, it's not like playing Fortnite). It's not the finished product, the four units last approximately 20 hours and there are tonnes of aspects of coding they

could build in. However, this is a great start and unbelievably useful during lockdown, every pupil could gain access easily. There was an element of repetition and I wondered if pupils would start to become disengaged. This bore out in some cases, however, logging in as a teacher I could observe the pupils' progress and see results from the stage tests and the vast majority seemed to enjoy it.

Amazon and Firetech have absolutely nailed this, unfortunately, it was limited to 30,000 users, and I understand that from September access will be license based. I hope they review this. It should be available to every pupil in the country.

Joseph Connolly, First Year, says: "The course has strengthened my knowledge of Python programming. With Mr. Betts' help I have improved so much and I continue working on the challenges in my free time."

Henry Belk, First Year, adds, "Overall, I really enjoyed utilizing the Amazon Firetech coding. It's an excellent way to learn and understand how to use code whilst not posing any daunting, long-winded pages of code. The various modules pose different challenges that encompass many different types of things that could be done with Python like drone delivery or game design."

## LOWER FIFTH WEBSITE DEVELOPMENTS

**A**s with the First Years, we had to adapt the Fifth Form course so we could continue working remotely. We decided to move them onto the web development unit where they learn how to use content management tools such as Wix.

Working around a given scenario, the pupils plan, develop, implement and test their websites. They select house styles, determine success criteria, implement surveys and gain user feedback, and explore issues to do with copyright and legislation. However, the key element is the website and Wix is

one of the easiest and most popular content management systems on the market. Pupils are able to create pages and upload images, videos and copy (text) in order to create their interactive web pages. I was absolutely delighted by the flexibility and support shown by the pupils, readily accepting the challenges to work remotely and share their creations with the class via Google Meet. There have been some challenges, it's not a replacement for working together, however, the independent learning skills the pupils have shown has been really impressive and I am delighted with the progress.

Peter Moseley, Lower Fifth, says, "During the lockdown, we have been able to work on our GCSE courses and one of the tasks I had was to create a website for a fictitious shop called 'Wind and Waves'. I used Wix to build several web pages with navigation bars, images, logos and text. We had to make an interactive website so I added a Gallery and YouTube videos."

Josh Stockwell, Lower Fifth, adds, "I really enjoyed this challenge as this side of ICT gives you a chance to express your creativity. It also helps you learn how to create something that you might need in your later life when you are in a working environment."

**Chris Betts**  
*Head of Computing and IT*

# GEOGRAPHY



**I**n many ways, this has been a much more demanding but enriching term than we could ever have imagined. Our Upper Sixth and Upper Fifth pupils quickly adapted to the challenges of online assessments and worked extremely hard to demonstrate their full range of geographical skills and knowledge honed over the past two years. We are so proud of them, their resilience, positive attitudes and the brilliant geographers they have become.

Our Lower Sixth pupils faced the disappointment of having their five-day field trip to Devon cancelled because of the lockdown. We are fortunate to live in such a geography-rich county and in the Autumn we will conduct field work in our local forests, beaches, rivers, wetlands and urban environments. Each pupil will design and conduct their own unique investigation.

The Lower Fifth have been studying river and coastal environments. The wonders of Google Maps, satellite images and an abundance of video and online case study material has meant that we have still been able to 'virtually' bring these topics to life.

Our First Years have explored the UN's sustainable development goals and the challenges that Africa faces if it is to secure a sustainable future. This study has included looking at the solution of the Great Green Wall in tackling the spread of deserts, the challenges of life in Kibera, Africa's largest informal settlement, and the extent to which China's political and economic involvement in Africa is positive for the continent.

I'm sure the pupils will join me in saying a very big thank you to Mr Hodges and Miss Worrall for their tireless work this term in meeting head-on the challenges of learning and teaching under lockdown.

**Jonathan Slinger**  
*Head of Geography*

# HISTORY AND POLITICS

**I**t has certainly been a busier than usual Summer term; the switch to remote learning, coupled with the changes in how GCSE and A Level grades will be awarded, has meant everyone in the History and Politics team has been fully engaged with adapting to these new challenges! It certainly has been amazing how pupils in all year groups have not allowed these changes to derail them, and I certainly appreciate the efforts of my departmental colleagues in maintaining the innovation and excellence that students of History and Politics have grown accustomed to over the years. It also has to be remembered that this has been done in the context of great upheaval to many aspects of our wider lives, and so we are grateful to pupils and parents for their ongoing engagement and support.



We have been pleased to see a range of entries from all years to our Historical Fiction contest; with the closing date fast approaching we will be submitting all of these contributions into the Historical Association's national competition. Many of our First Years have been busy submitting their designs for their Holocaust Memorials, which ties in with the work we have been completing in the second half of the Humanities carousel. And it was great to see so many of our Upper Fifth GCSE pupils participating in the recent A Level preparation days, with sessions on Churchill, the Swinging Sixties and US politics on offer, as well as an introduction to getting involved in national politics!



The department was also heavily involved in the recent VE Day celebrations: Mrs Sutton and Mrs O'Hara coordinated the overall programme; Mr Frame reminisced about his family's experiences in our virtual assembly; Miss Webster collated a range of Churchillian speeches for tutor groups to dip into, building up to his address on the actual day; and it was fantastic to read so many family stories and memories from the wider Bede's community about their loved ones' recollections of where they were and what they were doing on VE Day in May 1945.



Perhaps the biggest challenge has been the lack of a formal end to the school year. We have all certainly missed the opportunity to say a proper goodbye to our exam groups as we wish them well in the next stage of their education; and we are of course also celebrating the immense contribution of Mr Frame, who is heading off for retirement after many years at the heart of the History and Politics Department. I am grateful for his unyielding support over the three years I have been part of the Bede's community, and we are all looking forward to toasting his good health in the Autumn once the restrictions have been (hopefully) loosened!

**James Whitaker**  
*Head of History and Politics*

# BUSINESS

This term has seen the whole Business department come together to deliver a comprehensive remote learning programme, and I am very grateful to all of our pupils who have been so engaged during lessons.

We have also had the opportunity to hear from two prominent people in business: Nina Birch (People Partner at the Co-Op) and Layla Boyd (Freelance Senior Project Manager). Nina spoke about how the Co-Op has adjusted to the COVID-19 crisis, particularly in relation to the company's business model and how it competes in such a fast-paced and competitive industry. Layla gave us an insight into the world of big brand advertising, delving into some case studies of her own creative work with Compare the Market and J20, as well as discussing her career path and routes into advertising.

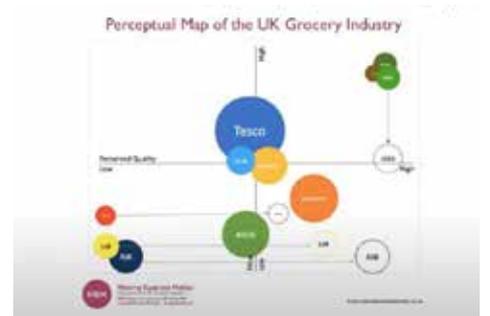
These interviews have already been used in remote lessons, and will form part of our new online resources. We look forward to putting together some more fascinating interviews with prominent industry professionals in the near future. Of course, if you or anyone you know would like to get involved, please feel free to email me as we would love to hear from you.



This term also saw the launch of our brand-new Social Media for Business online activity, led by the school's Marketing department. The course focused on social media strategy, covering a range of topics from choosing the right social media platforms for your business, to how to build a brand online and effectively engage with your audience.

From the start of next term, the Social Media for Business activity will take place on a weekly basis and will be open to all Sixth Form pupils interested in marketing and business. The activity will see our Sixth Formers manage professional social media accounts, create campaigns and gain valuable marketing experience that they can add to their CV and university applications. I strongly recommend that any interested pupils sign up and get involved.

Finally, I would like to take this opportunity to wish Mr Rimmington a wonderful retirement after 30 years at Bede's. Mr Rimmington has been a stalwart for the Business department and has had a huge influence in how it has grown; the warm praise that he receives from the many pupils he has inspired over the years is a true testament to his hard work, kindness and dedication to teaching. We wish him all the best in his exciting new chapter.



Many thanks to all who have made this term a success, even in the most challenging of circumstances. I would like to personally thank all of the pupils within the Business department for the way that they have approached their learning during this challenging period. It has not been easy for anyone concerned and their hard work, understanding and humour has been much appreciated by all the staff. We look forward to seeing you all again in person soon.

**Barry Jackson**  
*Head of Business*



# ART

**The Art department began the year as with any other: excited by the challenges ahead and knowing the hard work needed to achieve success.** Art is a very physical discipline where Bede's pupils create actual objects to be viewed by others. So, when the school went virtual and work needed to be finished remotely new challenges were presented. What we have been blown away by is how Bede's artists have not only risen to this challenge but produced a series of excellent work that rivals the high standards set by previous years. We've had virtual ceramics, large scale paintings, photography final pieces, digital sketchbooks – our pupils have excelled themselves.

During lockdown, creativity became extremely important as a way of calming ourselves as well as making sense of the strange times we have all found ourselves in. Creativity will continue to be vital once things return to some sense of normality, and will play a major role in our reflection but also our spiritual and economic recovery. Luckily Bede's pupils are amongst the most talented and creative out around so our future is in safe hands.

This year sees 16 Bedians leave us to study a variety of creative subjects: Elisa Conlan studying Fine Art at Edinburgh College of Art, Nicole Ho studying Architecture at UCL and Elliott Glynn Smith with an unconditional offer from Falmouth to study Marine and Natural History Photography.

I also want to take this opportunity to thank all the wonderful pupils and dedicated Art staff who have worked tirelessly through these exceptional times – with wonderful results.

We are delighted to invite you to view these amazing pieces of work in our Virtual End of Year Show for Upper Fifth and Upper Sixth pupils studying Art, Photography, Ceramics and DT here: [bedescreativeartsfaculty.org](https://bedescreativeartsfaculty.org). Much of this work was finished during lockdown and it is testament to the creativity, talent and dedication of the Bede's students that they have completed the year in such style.



You can also follow Bede's Art department on Twitter (@ArtBedes) and Instagram (@bedesartschool) to stay updated with news and updates.

**Jonathan Turner**  
*Head of Art*

## BEDE'S CREATIVE GCSE & A LEVEL END OF YEAR SHOW 2020



**ART – CERAMICS – PHOTOGRAPHY – DESIGN TECHNOLOGY**

# BEDE'S

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# PHOTOGRAPHY

**T**he medium of Photography allows us to see the everyday with fresh eyes – making the familiar strange. It is also a medium that can create new worlds – like the surrealist images created by American Photographer Jerry Uelsmann.

I have chosen two images by two A Level Photographers that show the varied approaches to Photography at Bede's as well as highlighting the quality work that has been completed in lockdown.



The first image is by Elliott Glynn-Smith taken while travelling in Mexico during this academic year. It is an image of a commuter resting after a busy day – a moment of calm in a hectic world. What strikes me is the sense of closeness in the image. There's the closeness of the people within the picture – huddled up on a train seat. There is also the close, almost claustrophobic, camera angle. We feel like we are on the train. How strange it is now, in the time of social distancing, to see the individuals so close and unaware of what the near future holds. Elliott, a gifted photographer, is off to study Marine and Natural History Photography at Falmouth University.

The second image contrasts directly with the first – in subject matter and mood. Angel Chen has created a triptych of portraits (some taken in school) and warped them. They mix the melting images of Salvador Dali with a more contemporary, graphic design feel. The final edited image, although begun at school, was completed, refined and finalised during lockdown. There is something magical in Bede's students completing work while almost 6,000 miles from The Dicker!

In the Autumn Term, Sixth Form Art Scholar Freya Palmer will be organizing and curating an exhibition on the theme of 'Lockdown'. It is an open exhibition where students can submit a creative piece and have a chance to be shown in the space, which is due to open on Monday 23 November. The deadline for submission is Wednesday 4 November – so a creative summer lies ahead.

**Rachael Walpole**  
*Head of Photography*



# CERAMICS

When the lockdown started, I wanted to continue to get the Ceramics pupils from Year 9 to 13 to continue to make and create wherever they were in the world. The main difference is that I would be teaching from a spare bedroom in my house and the pupils would be at home with no chance of them getting hold of clay. So, I designed projects so that each of them could continue to have fun with working in 3D. Any material that the pupils could get their hands on was fine with me. Whether it was paper, card, recycled plastic, wood or an old piano! I was happy as long as the pupils enjoyed creating online.

With Year 9, I set them the task of designing and making a tea set out of paper.



With the Lower Fifth, all the pupils worked hard to create out of a wealth of materials. I would love to show all their work, but Amelie Jaschke and Giovanna Marzano explore the use of line and structure with their sculptural forms with a nod to Barbara Hepworth's sculptures.



After completing their ceramics exam prior to the lockdown beginning, the Upper Fifth Ceramics pupils worked on creating sculptures that celebrated form and structure that would link to some of their previous coursework pieces. The work by Rosa Westcott and Evita Byk demonstrate strong independent outcome.



Our Lower Sixth ceramics pupils they were scattered around the globe, from Germany, Hong Kong, Russia and Mauritius as well as the UK, but it did not stop them attending every lesson and coming up with some wonderful outcomes that will be used as designs to be then made out of clay when we return to Bede's. Top right are some beautiful outcomes using paper by Felix Lehn and sections of a piano by Amber Giles.



Finally, the Upper Sixth never got to sit their final exam. Some of my pupils have created with clay for the past five years at Bede's. But being at home did not stop them from designing final outcomes for their A Level exam, which they would have made out of clay. Gleb Sharabinskii created this exciting installation sculpture (in St Petersburg, Russia) that hung from his ceiling and the final photo is of a teapot that would have been made by Nicole Ho (in Macau) as part of her sculptural tea set based upon natural forms.



For the first time, I have never held any of these wonderful pieces of work created by the ceramics pupils at Bede's. Each and every Ceramics pupil has achieved a huge amount with the online lessons but I am so looking forward to welcoming them back to the kennels to create with clay.

**Anthony Hammond**  
*Head of Ceramics*

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# DESIGN & TECHNOLOGY

If, at the start of the year, you'd said to us in Design Technology, "We're planning on having a global pandemic and need to close the school; when would be best for you?", we would probably have chosen the end of March as the least disruptive time possible. With no access to the workshops, practical work is obviously impossible; but luckily (with the exception of our First Year groups – more on which later), our Upper Fifth and Upper Sixth examination groups had just – more or less – finished their practical pieces, our Lower Fifth were working on practice written coursework and our Lower Sixth had just begun their major project so didn't need workshop access.

First Year Carousel lessons were problematic, as the DT experience in First Year is purely practical. After some thought, we decided to teach some technical drawing skills which would (we hope!) still be interesting to pupils, as well as building some skills that would be useful at GCSE should pupils opt for this next year. This also developed transferrable skills which would be useful in other subjects, for example geometry and trigonometry construction skills in Maths. With some technical bodging, it was possible to use a



combination of screens and a connected iPad to allow real-time demonstrations alongside the rather more static Classroom presentation.

Both Upper Fifth and Upper Sixth pupils still managed to produce some impressive practical work – which you can view in our Creative Arts virtual exhibition here: [bedescreativeartsfaculty.org](http://bedescreativeartsfaculty.org). In the absence of our traditional impressive display it is wonderful for the pupils to see their efforts recognised online.



Post-lockdown, the written part of the coursework has been able to proceed more or less as normal, with staff talking through what pupils should be producing, and presenting exemplar work so that expectations are clear. The ability to feedback and comment on work as the pupils are actually writing it is a valuable feature of Google Classroom – the more we teach the more we learn to make the online lessons more like real teaching.

So, despite the best efforts of the Coronavirus, we have managed to keep on in Design Technology with a minimum of disruption. Of course we still can't wait to get back to face-to-face!

*Nick Potter*  
*Head of Design Technology*



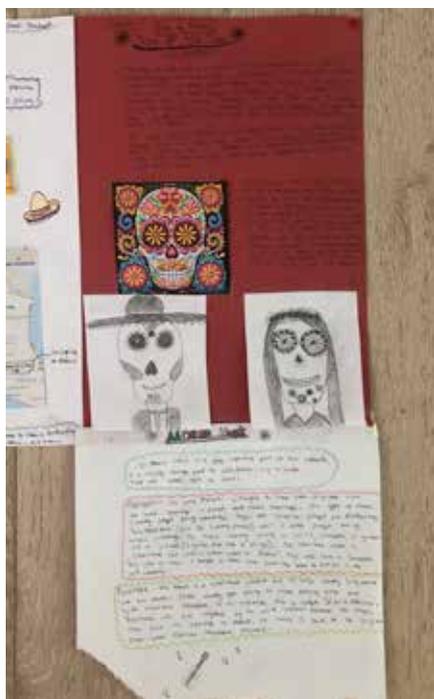
# MODERN FOREIGN LANGUAGES

**This term, our MFL pupils have continued to impress and show originality, optimism and resilience in their approach to their language learning.**

Our Upper Sixth, Upper Fifth and Pre-Sixth pupils have worked tremendously hard throughout the term to finish their courses and show off their best French, German, Spanish, Chinese, Italian, Russian and Portuguese. We would like to wish our leavers all the best for their next adventures.

In all languages, our Lower Sixth pupils have shown superb focus and determination, and have all been engaging fully in all our lessons. Special mention to Lucia Oxenden Rodriguez and Sophie Lindenfelser, both double linguists, who continue to shine in their MFL lessons.

We have also been very impressed by our Lower Fifth pupils' work ethics and contributions. Some pupils have shown real promise in their work, and a special mention goes to Amelie Jaschke for her outstanding piece of writing on school in French.



by CAO Wen Xuan who is a renowned Chinese author for children's literature.

In Spanish, our pupils have worked hard on special projects, with Henry Belk and Briony Frisby producing excellent accounts on the topic of Self and Family and Rosie Maitland-Shadwell, Eleanor Abbott, Finley Wild and Maddie Hutchinson presenting superb research on the culture of some Spanish speaking countries.

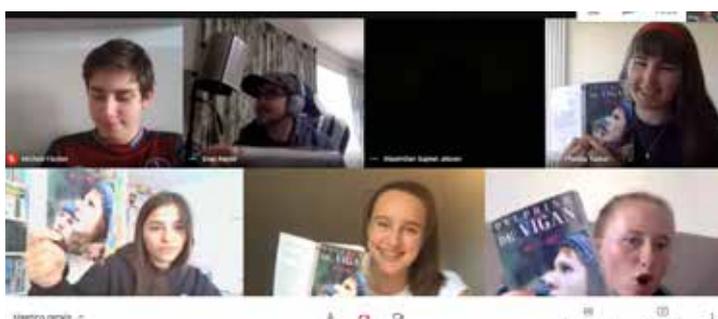
In French, our pupils have been working on French festivals and celebrations; Jack White and Ellison Venter-Rathbone both presented beautifully to their peers on their favourite festivals, whilst in German, Ada Grieve very ably talked to her peers about her last holiday.

Outside of lessons, the department has run French, Spanish, Italian, and Japanese language activities very successfully, as well as a French debating activity which saw Lower Sixth and Upper Sixth pupils working collaboratively, enabling all participants to gain invaluable insight into social issues in France, while exercising their speaking skills.

I would like to thank all my colleagues for their support, hard work and unwavering enthusiasm this term, as well as all of our pupils for giving the best of themselves in this very difficult period.

Au Revoir, Auf Wiedersehen, Joigin, Arrivederci, Sayōnara, Zài jiàn, Adeus, Do svidaniya, Adios!

**Veronique Ganivet**  
*Head of Modern Foreign Languages*



Pupils studying Mandarin have continued to impress with their determination and passion towards learning. The newly-fledged young Bedians from Year 13 were invited back to give talks to current Lower Fifth and Lower Sixth pupils. The session was interactive, helpful, and full of sparkles. Ms Chen really appreciated your time!

In the First Year, the Mandarin pupils have enjoyed starting a special project, a collaborative reading of 'A Very Special Pigeon' written

# ENGLISH AS AN ADDITIONAL LANGUAGE

**EAL pupils have amazed us with their dedication to attend lessons despite the many difficulties they have had to overcome.** A great number of our pupils had to endure quarantine, away from their families, when they returned home. Many were desperately homesick and from hearing of their experiences, quite frightened, although others quite enjoyed being waited on. However, with very few exceptions they have found a way to get onto Google Classroom and join our Meet lessons, buying a VPN to get around restrictions so as not to miss out. It is quite astounding to see Juan Pablo Ciganda or Emiliano de le Torre in the first lesson of the day at 08:45, bearing in mind this is 2:45 am in Mexico, or the afternoon lessons attended by Yufei Li at 10:30 at night in China. They have all somehow managed to keep their good humour and truly enjoy one another's company when meeting in class. It is a pleasure to teach them, as always.

## Diary extract from Yufei Li, Lower Fifth, in China:

During my quarantine period, I was thankful for everything: although the hotel was not very big, all furniture was tidy, and the meals were varied and delicious. In order to ensure our health, the doctors took our temperature twice per day and they came at the same time every day. In these 14 days, I didn't feel bored because I had many things to do, such as painting, doing crafts and watching TV.

After quarantining, I stayed at home. I read a book called Alice in Wonderland and every week I read some English articles online and record my article readings. I remember the first thing that I did with my family was baking because I really miss making the pastry known as Sugar Cake from my hometown; it was really delicious. Also, I chatted and recalled my childhood with my mum. Now in my country, everything is becoming better and people can go to work. Also, the shopping malls and restaurants are opening and people can do leisure activities but we cannot take off the masks and we still need to take our temperature when we go to other places. These things are important in the fight to stop the spread of Covid-19.

I feel that I am very lucky, for example, I didn't isolate at home for two months, which my old classmates experienced. What is more, I understand that humans are just a tiny part of the world and nature is the boss that controls everything. In addition, when we face the serious situations, the only thing that we can do is let nature take its course. Now, I am happy to start my lessons again, especially my English lessons, which are my favourite!

## Diary extract from Sophia Rihan Perez, Lower Sixth, in Mexico:

I remember sitting in my bed while talking with my roommate. She was telling me about the virus, but I never really cared for it since I knew it wouldn't be able to arrive in America. How wrong I was. Now I sit in my bed and remember the incredible memories I made there. Being far away from my friends, house, teacher, and all those remarkable people who have made me the woman I am today, makes me realize how fortunate I was from being part of that community.



I will not deny that going home early was amazing, because I hadn't seen my family in two months and I had missed laughing and being around them. I wore my mask and gloves to the airport. It took me twelve hours to arrive home, but I was finally safe. My mom welcomed me with open arms - well, just after disinfecting. Then quarantine began. Google Classroom became my most valuable school tool, and recorded classes became my everyday routine. Online learning has had its benefits and its downfalls. On the benefits side, I have been able to comprehend, learn, focus, and understand more, because of the lack of distractions which at the end helps me process information so much faster and better. On the other hand, online classes are just tiring. Everything is harder since you don't even have your friends to support or make you laugh during intense moments. In my case, the different time zones have made me have difficult times connecting with people who live in Europe. I have been in some classes, which I can log into since the times are tolerable, and I have realized that it is so much easier knowing than on the other side of the screen there's actually someone listening to you.

Even though so many things are different I cannot be any more grateful for all the effort every single teacher has taken. They have all worried about my learning and ask how I'm doing. They make sure I understand and they are always there to support me if needed. It is amazing to know that such a great group of people have your back in these tough times, telling you I'm there for you, and I understand this is hard but we can do it together. This shows what Bede's is made of and I am grateful for having had the opportunity to know the feeling of being part of it.

**Jason Cook**  
*Head of EAL*

# CLASSICS

**W**e have been working on our GCSE preparation in Greek and Latin with the Lower Fifth: lots of brain twisting exercises in both subjects, so much so that one pupil used vocabulary in both languages for his prose composition task and produced a text in impeccable Gre-tin. We had a great laugh with that.

Grace, Lower Fifth, says, "Latin is an amazing subject to take part in, mainly because I feel like it's one of the most interesting of all the subjects, especially as half of our English vocabulary is made up of Latin words and roots. People say that Latin is a dead language, but that's only because it's not spoken. It's really just evolved into other languages, such as Spanish, Portuguese, Romanian and English. So when you learn Latin you're also learning the foundation of multiple other languages too. It's such a diverse subject which many professions benefit from, and without it we wouldn't be where we are today."

We also waved goodbye to our exam classes. The pupils worked very well in the past couple of years, including our online lessons during the lockdown. May they succeed in everything that they choose to do from now on!

First Year pupils have been working on their own tailor-made material to suit their level of experience and individual needs in Latin, and all have made excellent progress.

We have some great plans for next year... watch this space for an exciting opportunity to study ancient Gods and Goddesses (including all the juicy gossip) in First Year Classical Civilisation.

**Pavlina Saoulidou**  
*Head of Classics*

# MUSIC

**O**n Wednesday 20 May, the Music department held a virtual concert, live streamed on Facebook and YouTube. This was a concert like no other in the School's history, and gave all the Bede's community a chance to reflect, but also celebrate, the hard work that has been done by all our wonderful leaving musicians during this period of lockdown.



A poetic and atmospheric performance by Oscar Fowler opened proceedings, which put us all in the right frame of mind for the wonderful half hour of music that was to come. Next was Charlotte Webb's passionate performance of 'Someone Like You' from Dr. Jekyll and Mr. Hyde, sending us all to the spirit and atmosphere of musical theatre. Evan Nayler then performed a sensitive and beautiful rendition of Chopin's Nocturne in G minor, a fitting piece for an evening dappled with sunlight outside.

Next was Michael Turner, performing a stunning arrangement of Debussy's 'Girl with the Flaxen Hair'. Jessica Frisby continued with a haunting rendition of the Irish traditional song, 'Danny Boy', accompanied at home by her father, who also sang with her as a duet. Tom Adams was next, giving us a selection of songs by Los Angeles guitarist, Michael Lairmore. Daisy Noton, fresh from performing in the BBC Young Musician final, performed the song 'We'll Meet Again' on the flute. This was a song made famous by Dame Vera Lynn, and was made famous the world over in World War II. The atmospheric air of a Milanese nightclub was the next venue as Lilli Spagnoli performed a heart-rending ballad, recorded earlier in the year in Milan. The recital concluded with the Director of Music, Mr Robert Scamardella, performing the Nocturne in D flat by Chopin.

Everyone left with a feeling of warmth and celebration at what has been an extraordinary few months of music-making.

**Robert Scamardella**  
*Director of Music*

# DRAMA

**The summer term was due to be a busy one for the Drama department.**

We were due to send six First Year pupils to the regional finals of The English Speaking Union's Shakespeare competition; rehearsals were set to begin for our Edinburgh Fringe show, Dennis Kelly's *Our Teacher is a Troll*; and Drama scholar Max Jones was due to direct a production of James Fritz's *Four Minutes Twelve Seconds*. But the highlight of the term would have been Miss Conlon's direction of the Junior School production of *Julius Caesar* and the realisation of Lower Fifth Drama scholar Trinity Gott's set design for this project.

However we have not been wholly thwarted by the global pandemic and we have continued to be busy! Unifying under the banner of the hashtag #TheShowMustGoOnline we have transformed our teaching, our co-curricular offer and we have very much continued to provide pupils with an enriching programme in the Performing Arts.



In fact we redoubled our efforts with the First Year monologue competition with each of our pupils producing both a Shakespearean and a contemporary monologue. We have been proud of their efforts, some of which we have shared on social media, and many of which have been commended by The English Speaking Union as part of their online Festival of Speaking. Our thanks to both Miss Dearing and latterly Miss Conlon who have steered the First Years so expertly through their First Year of Drama at Bede's.

The co-curricular programme embraced an online audience with the creation of three radio plays for broadcast on YouTube. Evan Nayler directed a short adaptation of Gogol's comedy *The Government Inspector* starring scholars Elvis Abraham, Thea Adams

and Max Jones. First year scholar Charlie Bennett directed and produced Paul King's *The Plague*. Starring fellow scholars Poppy Negus, William Gillet and Seb Robinson, *The Plague* reminded us of another period in our history when an outbreak rippled through our country with devastating consequences. We welcomed an audience double the number we could have fit into the Miles Studio for these events. A third radio production entirely written by scholar Thea Adams reflects the mishaps of teenage life in lockdown. As I write this article, this piece is currently in production and due for release in the last week of term.



First year scholar Alfie Kennedy has continued to develop his technical theatre craft in lockdown, entering an international competition to show off his design concept for an Aladdin house party. This earned him first place in a competition that was open to participants of all ages.



In the fifth and sixth forms academic teaching has shifted from a focus on practical work to the demands of the written examination paper. The drama team has adapted incredibly well to the challenges of delivering these lessons remotely and pupils can be commended for the way in which they have engaged so positively.

Having completed their GCSE courses, our Upper Fifth were welcomed back in early June in order to take part in the Bede's Head

Start programme. We were delighted to have some of the pupils who will be joining the Bede's community in September for Sixth Form study also join us. Miss Conlon led the first session an improvisation based session themed around a 1920s murder mystery. The second session with Mr Choithramani focused on developing this skill through an exploration of Dennis Kelly's *Girls and Boys*.

Upper Sixth Drama scholar Max Mason made excellent use of his freedom from academic studies in order to conceive a director's pitch for reimagined theatrical productions of two classic French and Greek plays. His efforts landed him an opportunity to engage in an online masterclass with Emma Rice and her renowned company *Wise Children*.

After the summer we are looking forward to hearing back from fellow scholars Seb Robinson and Maddie Goodman both of whom secured highly coveted places with the National Youth Theatre this summer. Seb as a performer and Maddie as a stage manager; both of these exciting, enriching programmes are due to take place online in August instead of their usual face to face format.

It will not have escaped you that this article is full of examples of scholars who have seized the wealth of opportunities we provide to all our Drama students at the senior school. Without a Performing Arts celebration event this summer it's important we use this opportunity to acknowledge and bid farewell to seven of our Drama scholars who have given so much to the Performing Arts faculty over their Bede's lifetime. We hope that the memories of the productions that they helped to bring to life in the Miles Studio, the Devonshire Park Theatre and the Edinburgh Fringe will stay with them. So to Alyssia Smith, Megan Hume, Jem Matthews, Echo Abraham, Tristan Derry, Isabella Sayer and Max Mason, thank you; we hope you continue to create, we hope you continue to inspire and we are sure you will continue to flourish.

**Sachin Choithramani**  
*Interim Director of Drama*

# LEGAT

**W**ith the UK government closing schools in the midst of the Coronavirus pandemic, the Bede's Legat Dance Academy lessons were delivered on the School's remarkable remote learning platform. Our dancers have been keeping their practical skills on point with a remote timetable of classical ballet, contemporary, jazz, tap and musical theatre.



In Ballet, the pupils continued working on developing technique and artistry, alongside some RAD examination syllabus, in class. The dancers have also completed pointe work exercises and weekly strengthening sessions. In Classical Repertoire, the dancers have continued to learn about the Russian Classic 'Raymonda' whilst also learning solos from 'La Fille Mal Gardee' and 'Swan Lake'. Alongside this, the pupils have completed dramatic workshops looking at a scene from Giselle and the boys have learnt Leontes solo from 'A Winter's Tale'.



In Contemporary Dance, the pupils have continued to work on the ISTD Contemporary Syllabus focusing on technique, alignment, quality and dynamic of the movement. The dancers have also been set a variety of creative tasks using improvisation and structuring devices, we were so impressed with the work they produced. In Contemporary Repertoire, the dancers have studied 'The Prince' - solo from Matthew Bourne's 'Swan Lake', 'Aladdin Sane' - Solo from the Michael Clark company and the ISTD Contemporary Solo. All of these are very different in style and quality and challenged the Legat dancers, both physically and mentally. Again, the students produced some fantastic videos of the solos and showed a real understanding of the movement.

In Jazz, the dancers have continued to work on stretching and strengthening. We have spent the last term working our way through the eras, enjoying the different dance styles from the 20's Charleston, 30's and 40's jitterbug and Lindy hop, the 50's jive, 60's go-go, 70's disco, the footloose 80s and ending with the pop styles from the 90's. Hopefully everyone has found an era that they enjoyed and learnt a little history of how dancing has changed through the ages!



So much excellent work was created during this period that we were able to present a virtual show, The Show Must Go Online. Our incredible team of teachers and pupils collaborated to present a wide variety of performance pieces and showed that the resilience, commitment, creativity, strength and professionalism of our Legat dancers are formidable. We are so proud of every single one of our pupils and we cannot wait to be back in the studio preparing for our next show soon.



*Alex Murphy*  
*Head of Dance*

# BEDE'S

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# ONLINE ACTIVITIES PROGRAMME

Summer Term saw us bring the Bede's Activities Programme Online, with pupils choosing from over 100 remote activity sessions to enjoy from home: from cooking and fitness to language learning and arts and crafts. Here is a round up of just some of the fun activities that took place.

## Arts and Crafts

From "Mindfulness Colouring" to "Craft Share", there were many opportunities to take some time out and get creative with friends. In "Calligraphy", pupils started writing individual letters, with many going from complete novices to producing a fabulous standard of work within the hour! In response to pupil demand for even more artistic activities halfway through the term, we launched "Art Rocks", and have already seen some lovely designs. "Bede's Snaptastic" saw our photographers produce some beautiful photography linked to a range of themes. And in "I'm a Celebrity, Sketch Me Out of Here!", pupils took on the challenge of drawing a celebrity in only one hour.



## Cookery

Our cooking activities were very popular, and it was fantastic to see so many delicious creations throughout the term. In "Food for Foodies with Franks", pupils were being patiently taught the finer points of making a range of dishes from chilli con carne to fajitas; whilst budding bakers showed off their culinary skills in a "Bake Off" challenge with Ms Finat-Duclos. From cupcakes to tarts, every week brought delightful treats to the table, with a showstopper of Cheesecake Week bringing in the finale. "Cooking and Baking with Waterhouses" saw pupils tackling a Chicken and Chorizo Bake with great success, while bakers tackled a soda bread recipe with gusto in "Bread Making". Equally successful was the "Vegan Cookery" option. In Mr Cook's cookery class, pupils enjoyed making a delicious beef rendang, with one parent commenting: "It was very good. I was born in India and weaned on curries and spent half the last 35 years in the Netherlands with regular Indonesian meals." Praise indeed!



## Educational Enrichment

Miss Danielsen led a fantastic "Science Experiments at Home" activity. She said, "We looked at rainbows and colours, and used different densities of sugar water (coloured with food dye) to create a rainbow in a glass. We also looked at using the process of transpiration in plants to dye white flowers into different colours using ink and food colouring solutions. By splitting the stem and putting each section in different colours we can even create a multi-coloured flower."

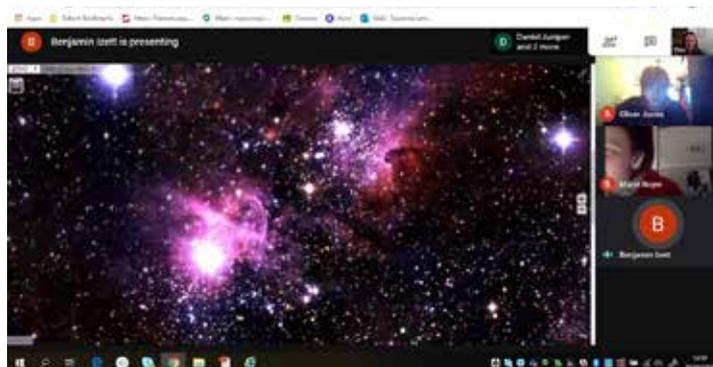


Language lessons were offered at a range of levels, from Japanese, Italian and French for beginners to Mandarin GCSE and Russian, French and Chinese A-Level.

In our "Duke of Edinburgh Award" activity, pupils were shown how to make a compass at home, and later tasked with an epic 'Where's Wainwright?' challenge. They were asked to track down Ms Wainwright using only the knowledge that she was last seen in the Brighton and Hove area and some photos from her mobile phone to work out her location's grid reference coordinates.

Meanwhile, Mr Richards reported that the pupils who attended his "Galactic Challenge Digital" competition to design a lunar rover for astronauts to live in were so enthused by their challenge that they worked on it for four hours, despite the activity officially being posted as a one-hour session!"

Pupils also looked to the stars in Dr Lewis' "James Webb Telescope Research Project" activity, where they explored incredible images of the night sky to analyse real data from an Institute of Astronomy research project in Edinburgh.



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## Games and Hobbies

There was also a lot of fun and games taking place, from Darts with Mr Trenaman (which saw pupils compete to see who can get the highest score, with over 101 in 6 darts being the aim of the game), to juggling with Mrs Shepherd (during which pupils practiced with socks filled with rice, seeing some complete novices practice with three balls by the end of the session!).



We put our trivia knowledge to the test in our “Interactive Quiz” with Mrs MacGregor and Mrs Maguire, which covered a whole range of topics (including how many islands make up Japan? The answer is 6,852!) Although we were keeping score, the emphasis was on having fun and taking part, and it was a lovely way to interact with our peers.

Mr Whitaker hosted a “Board Game” activity for those wanting to switch off and have fun with friends. After an epic game, Sam won the fight for the sole place in the rescue helicopter by claiming victory over eleven zombies!

## Health and Fitness

Elsewhere the pace of things was considerably faster with Mr Byrne leading his regular Live Workout; Mr Morriss, Mr Wells, Mr Caryer, Mr Williams and Ms Scollo providing some cricket- football- and hockey- and tennis-targeted strength and conditioning sessions; and pupils and staff drawing motivation from each other in the running challenges. The workouts were followed by a sports quiz, with the winning team being awarded a prize from our kind sponsor New Balance.

There was a lot of Dance-inspired fitness on offer, thanks to Mr Williams’ high-intensity and Mrs Murphy’s cardio-based fun workout sessions. Our Legat dancers also enjoyed a wide range of strength and technique classes online, including jazz workshops with music theatre extraordinaire and Legat teacher, Sherrie Pennington. Mr Rohmer and Ms Bonheur’s Running activity saw us take the welcome opportunity for some outdoor exercise, with pupils refusing to let a bit of light rain dampen their spirits!



For those seeking peace and quiet after a busy day, Mr Taylor and Ms Sparkes hosted peaceful Stillness Meditation sessions to allow us to finish our day with a sense of calm and relaxation.

## Performance

Our dramatists impressed in Drama rehearsals for their “The Show Must Go Online” performances throughout the term, as well as in Mr Oliver’s improv’ activity.



In Music, Our Virtual Choir with Mr Scamardella and Mr Aburn had our vocalists buzzing and humming in harmonious renditions. Budding musicians enjoyed strumming along with Mrs Hyde on the guitar, while those joining the “Songwriting Masterclass” were set a series of fun tasks including changing the words to a well-known song. Meanwhile, in “Songwriting with Mr Carville”, we were challenged to write a song with a weather theme and explored several tools to help songwriters, including some A.I. lyric-writing software.

## Sixth Form

For those pupils with an eye on future careers, Mr Henham’s “Building a Share Portfolio” session offered a glimpse into the world of investment, while the Headmaster introduced pupils to the fundamentals of psychology in “Psychology in the Real World”. Miss Sherry’s “Social Media for Business” activity gave an insight into marketing strategy, and over in “An Introduction to Law”, Mr Abraham gave pupils the benefit of his years working as a barrister. Mr Gibbs, meanwhile, continued to work with pupils who are preparing their applications for Oxbridge.



# SPORT

A 'normal' summer term is a very busy one for the Sport department, with our pitches, astro, tennis courts, swimming pool, gym and minibuses teeming with life as pupils across the year groups play, train and compete in a wide variety of sports.

During the lockdown, sport fixtures have sadly been put on hold across the UK and our campus is eerily quiet. However, this hasn't deterred us from staying active, healthy and inspired, with a range of challenges, training opportunities and interviews with professional athletes taking place throughout the remote learning period.



Our 5k challenge saw pupils, staff and families from across the Trust walk, jog or run 5k to raise vital funds for NHS Charities Together, for which we raised over £800. The fact that so many pupils, staff and family members joined in and donated from around the world is testament to the School's fantastic community spirit, and we are very thankful to all who took part. Special congratulations to Henry, who won a pair of running shoes kindly donated by our kit sponsor New Balance.

The TeamBede's Challenge saw pupils and staff tackle a different activity 5 days a week - some of which were really quite tough! Special mention must go to Maddy Baldwin Charles, Jacob French, Thomas Vesnaver, William Broyd and Mr Rhomer for their great effort and achieving some exceptional times.

The House Challenges - which pitted the Houses against each other to compete for the furthest distance reached collectively - saw a huge amount of pupil, staff and family participation, with a genuine competitive streak coming through from everyone involved and scores on the doors changing right up to the last minute as people got their final runs in! Congratulations to Stud and Camberlot for narrowly winning the challenges, and all who took part. Altogether we covered over 10,849km, which is close to 260 marathons!

Alongside PE lessons, we ran several sports sessions in the Online Activities Programme. We had regular live HIIT workouts throughout the week; with 90 seconds to complete as many reps as possible,

pupils challenged themselves and tallied some impressive scores on the leaderboard. In Tennis, Ms Scollo ran some specialist drills ideal for improving footwork and balance, while our Hockey, Football and Cricket players also enjoyed sport-specific strength and conditioning training. The workouts were followed by our popular weekly Sports Quiz, with the winning team being awarded a prize from our kind sponsor New Balance.



We also held some specialist interviews with professional athletes via video link for our sports scholars. Our cricketers spoke with Afghan cricketer and vice-captain of the national team Rashid Khan; our footballers discussed preparing for a professional athletic career with Brighton & Hove Albion FC footballer and former Bede's pupil Solly March; while our Tennis players gained an insight into what is on offer for tennis players within the UK university system from Barry Scollo, Director of Team Bath Tennis and GB Universities Captain and Bede's alumnus.



Many thanks to everyone who has made the sport offer so successful this term - I am constantly impressed by the energy and enthusiasm given by our pupils, coaches and families, and I think it's fair to say that even during lockdown the Team Bede's community has remained very strong.

While it has been fantastic to see some of our returning pupils enjoy socially-distanced sports training in the last week of term, I for one can't wait until we see the sports fields busy again when it is safe to do so. In the meantime, stay safe, stay active and stay healthy - and enjoy the summer break!

**David Byrne**  
*Director of Sport*

# PHYSICAL EDUCATION

**W**e would like to wish our Upper Fifth and Upper Sixth pupils all the very best for their future studies and participation in sport and exercise.

It is now time for Lower Sixth to step up and steer the BTEC sport ship with ambition and purpose. Here are some top tips to guide them through:

- Aim for the highest grade on every assignment.
- Meet deadlines: if your teachers 'suggest' that a bit of work is done now, it's much better if you do it than if you leave it.
- Proofread your work for typos and spelling errors.
- Use the unit content guide to help you know what to include in each task.



The Lower Sixth BTEC sport pupils have been working hard over this lockdown period with superb effort from Milly, Sadie, Joe, Tom and Teddy on every task. They have been meticulous with detail and depth.

The Upper Fifth Sports Science pupils have taken on a range of activities with Mrs Newbery including climbing a virtual mountain with a stair challenge and nutritious cookery tasks.

The Lower Fifth GCSE PE and Sport Science pupils have been busy learning topics, theories and key words for their exams next year. May you all continue to show patience, effort and commitment to your studies and we look forward to seeing you back in the classroom and playing sports soon.

**Mary-Jane Newbery**  
*Head of PE*



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# FOOTBALL

## BEDE'S 1ST XI CROWNED CHAMPIONS OF THE HUDL LEAGUE



**M**any congratulations to our Bede's 1st XI Football team, who end the 2019/20 season with a fantastic HUDL Independent Schools League win.

The boys impressed throughout the competition, winning all seven of their matches and amassing a +24 goal difference. The league was sadly halted before the final matches owing to the Coronavirus pandemic, however the HUDL League Committee voted with an overwhelming majority to award Bede's the title owing to our league position, advantageous points total and goal difference.

Mr Caryer, Director of Football at Bede's, comments, "For Bede's to be crowned champions of such a prestigious league after going undefeated in all of their matches against some of the strongest footballing schools in the country is an outstanding achievement, and shows how much our football programme has developed in recent years. I must thank the other schools involved for showing great sporting spirit in their decision to award us the title.

"This success is testament to the players' hard work and dedication to the sport and their squad. They were relentless in training, straight from the start of pre-season sessions. For some players, this success is the result of five years of devoted training as they have worked hard to develop each year as they progressed from the First Year to the Upper Sixth.

"This was a fantastic team effort, and although I don't like to mention individuals generally I think it would be only right to highlight some of the brilliant Upper Sixth pupils who have been stalwarts of the team, and will soon be leaving Bede's for pastures new. My sincere thanks goes to Rex Lane, Nahje Smith, Archie Collett, Jack Hobden, Dylan Kiffin-Walton, Cosmo Sutton and finally our Captain Tom Collins, who has been a tremendous driving force towards our success over the past two years."

Special mention must go to Rex Lane, Tom Collins and Sam Bickersteth who celebrate being signed to prestigious USA university teams from next season. Rex has signed to Bates College, Tom will join fellow former Bede's pupil Matt Pickering at Dartmouth College, and Sam has signed to Lake Forest College, Illinois.

The Bede's 2019/20 1st XI squad is: Oskar Lockyer, Tom Frame, Jake Baker, Jack Hobden, Nahje Smith, Henry Crocombe, Tarun Rohilla, Archie Collett, Jayden Ebbin, Tom Howard, Tom Collins, Isaiah Corrie, Rex Lane, Dylan Kiffin-Walton, Cosmo Sutton, Teddy Jacobs, Josh Ogunkoya Howland and Toby Delaney.

**David Caryer**  
*Director of Football*



# BEDE'S MARKS VE DAY 75 ANNIVERSARY

To mark the 75th anniversary of VE Day - commemorating the end of the Second World War in Europe - on Friday 8 May 2020, we hosted an array of fun virtual VE Day-inspired activities throughout the week. From dancing the jitterbug and baking a tomato soup cake, to enjoying an astounding cover of Vera Lynn's 'We'll Meet Again' and taking part in a fitness bootcamp, there was something for everyone. The videos are still live on our Facebook page, so do check back and join in whenever you'd like: [facebook.com/bedeseniorschool](https://www.facebook.com/bedeseniorschool)

We have also collected a series of recollections of VE Day 1945 from members of the Bede's community. Whilst we remember the celebrations, we are also commemorating those who made many sacrifices to ensure that others had the opportunity to grow up in a free and peaceful Europe.



You can view our full list of VE Day 1945 memories on our website: [bedes.org/senior/academic/academic-departments/humanities/ve-day-1945](https://www.bedes.org/senior/academic/academic-departments/humanities/ve-day-1945)

We are immensely grateful for any of your family's reminiscences; please feel free to email James Whitaker, Head of History and Politics at [james.whitaker@bedes.org](mailto:james.whitaker@bedes.org) with any further contributions.

**Rachael Woollett**  
*Deputy Head*

Above: Barbara Sheppard, Grandmother of Max Mason (Upper Sixth Deis)

Top left: Captain Hugh Williams TD – Great-Great Uncle of Tye Weller (Upper Fifth Dicker)

Left: Pat Neale, Grandmother of Elia Neale (Upper Fifth Bloomsbury)

Bottom left: Seb and Ed Cooper's Grandad (Lower Fifth & Upper Fifth Knights)

# ROUND THE HOUSES

Despite the fact that pupils and staff were not together as they normally would be, the house spirit was very much in evidence across Bede's this term. The camaraderie and unity of the houses has provided memorable moments for staff and pupils alike, with all Housemasters and Housemistresses commenting on the engagement, resilience and enormous sense of fun that pupils in their houses have shown this term. To follow are just a few highlights from across the houses.



In **Bloomsbury House**, the girls really stepped up, seizing opportunities to produce some fantastic, creative work whilst still enjoying activities and sport.

Prefects were busy organising weekly activities to preserve the unique sense of community Blooms has, including a natter over tea and toast, a 'bring your pets' session featuring dogs, horses and sheep; there's been origami, quiz afternoons and a 'pupil voice' discussion about how best to organise and decorate Bloomsbury next school year. We have collectively, as a House, participated in a competition organised by the sports department, where despite finishing 8th we walked or ran 300+ km, the equivalent of a marathon and a half per day!



Thea Adams in Lower Fifth took part in a fantastic radio play streamed live one afternoon and Charlotte Webb Upper Sixth and Daisy Noton Lower Sixth took part in the Music Scholars online performance. First Year, Kauther Al-Robaie, launched a tuck shop with great support from Millie Sefton, Upper Sixth and Hermione Barrey, Lower Sixth, raising an amazing £230 for our House Charity, Riding for the Disabled.



Although the actual **Camberlot House** building may have been unusually quiet, in the digital realm, there was a flurry of activity as the boys stepped up and tackled the "new normal" with gusto, bravery and dedication. Online lessons were very much the focus, with some boys, such as the Casanova brothers in Mexico, getting up at some bizarre times to access their lessons.

Away from lessons, the boys and staff worked hard to maintain the special atmosphere of Camberlot through the screen, with weekly challenges such as toilet roll keep-ups and lockdown selfies. Mr Adlam launching his internet career in style promoting fitness challenges (in which Cambo came second place in the School!), baby Etta made the most of the quiet in house to play some table tennis and chef Tom Vesnaver shared his love of Italian cookery in a series of videos.



The fortnightly house quiz was a great success, especially due to Mr McKeefry's ukulele solos, as were the more low key catch-ups and assemblies which gave the boys a chance to reconnect, reflect and recharge. Riddle challenges, terrible dad jokes from Mr Sealey, and insights into Sam Learoyd's latest inventions and desk set-ups proved particularly popular.

From the wonderful leavers' presentation led by the prefects with Angel Chen leading the funniest of online quizzes to challenges and dances, the girls of **Crossways House** have remained positive throughout the term.

Poppy Negus impressed us all with her audio performance of The Plague, her enthusiasm, spotless diction and outstanding talent.

The virtual world had more surprises in place and delighted all with the choreography of our Legat Asia Fedon leading the South African classic Af En Ef by Kurt Darren - the Crossways anthem dance. There were also numerous challenges, including a treasure hunt with a twist.



Pupils and staff sent pictures and shared their relatives' stories as part of the VE Day celebrations. Atlanta Woodhall (Lower Fifth) sent an amazing portrait of her great grandfather Raymond W. Adams who fought in the war and Eloise Eyre (Lower Sixth) shared the story of her grandfather Walter Wilson. There were some brilliant Assemblies on Mental Health Awareness and Crossways' tutors shared thoughts on inspirational characters – there has not been a minute of boredom!

In **Deis House**, the boys stayed in touch through assemblies and tutor sessions, which focussed on positive mental health and the teenage brain as well as through the sharing of amusing animal videos and weekly themed quizzes which also helped keep up everyone's spirits. The assemblies provided a valuable opportunity to congratulate those boys who had won merits and commendations during the term.



In the House Running Challenge, Deis finished in third place having collectively run, jogged and walked 456km – which is the equivalent to more than 10 marathons! Many of Deis First Year and Lower Fifth pupils helped out around their houses and in their communities for our Make a Difference Days.

In **Knights House** assemblies have also proved a highlight of the week with boys being treated to fantastic live music by James Tai, Sam French, Josh Prince-Smith and Josh Slater. The magic tricks of Will Gibb were excellent, as was the Knights Kahoot quiz won by Casper Watson. There has been a plethora of poetry being read by the pupils and even a short script from Alfie Kennedy and Charlie Bennett. In the House challenges, Alfie Kennedy and Toby Raj won 'Bake Off' and Tom Sayers the Creative Challenge. Mathias Pavlides

was exceptional during the running week, logging just short of 35km in 4 days.



The enterprising attitude of the girls in **Charleston House** was much in evidence this term. Ellie Abel and her Galactic Digital Challenge partner were awarded 'Silver' in the national on-line competition designing an exploratory lunar vehicle. The online art exhibition showcased the wonderful work of Elodie Fletcher and Rosa Westcott. The House's Legat dancers found the time and energy whilst at home in these most unusual of circumstances to not only continue with lessons, but also create a wonderful Legat Show. Well done to Shona, Ellie, Veronica, Ayaka, Phoebe, Luisi and Lucia.

The big news of the term in **Stud House** was their very comfortable victory in the TeamBede's House Challenge with an impressive 565km covered in the week by the boys and staff running and walking.



Other notable things to report were the winners of the Stud House Napkin Chicken Challenge who were Charlie Fisk and Seb Robinson (who seemed to encounter a flock of them in his car!). Although House Meetings seemed rather strange in lockdown, the boys adapted well and enjoyed 'seeing each other' every week.

The boys and staff of **Dicker House** also got involved in a number of challenges over the Easter break. The photography competition was won by Josh Stockwell, while the bake off was such a success that there were three joint winners.



# ROUND THE HOUSES *(cont.)*

The weekly virtual house meetings in Dicker House, featured some thought-provoking speeches by Tristan Derry to the boys on the topics of kindness, resilience and looking out for each other during such difficult times. There was also a virtual 'Dicker' (house debate) between Will Gwynne and Max Jones, who fought upon the motion, 'Lockdown should be lifted before half term'. The house consensus was that it should not.



The boys have also been busy with our weekly Tutor competitions, which have evoked a competitive edge in them! Tutor groups have taken other Tutor groups in challenges such as 'Spot the Difference', 'Team Hangman', and of course various quizzes. At home, the boys were busy on their own projects too! To name just a few: Henry Olliff has been painting mirrors; Charlie Jackson has been helping to keep woodland trails clear; Fin Webb has cooked endlessly; Moses O'Halloran has been painting portraits; James Hancock has been converting a shed into a gym, and Isaiah Corrie has been honing his DJ'ing skills! And special mention to Josh Akinwunmi who has been pitting his racing driving skills against Formula One drivers to raise money for charity!

The **Dorms** boys involved themselves in a range of different challenges this term, contributing brilliantly to the Team Bede's House Challenge, leading at the halfway point, although ran out of steam a little, finishing outside of the top 3. James Wong, Fabio Markel, Emiliano De La Torre and Luke Hinchon made notable contributions.



Likewise, Make a Difference Day was also a hit with many boys, including Matthew Hickson, Oliver Parker, Jack Cuchet and Adam Featherstone, taking part in various activities and helping within their local community.

Finally, the highlight of the term had to be the wonderful farewell video made for Mr Rimmington, featuring a fantastic Dorms House version of, 'Stuck in the Middle with You' led by tutors Mr Carville and Mr Juniper. Tom Collins, Jenil Patel, and Toby Simmonds all spoke movingly about their favourite moments to a surprised but delighted Mr Rimmington.

The girls in **Dorter House** enjoyed connecting with each other from across the globe during remote tutor time and assemblies, as well as in quizzes and baking catch ups organised by the girls themselves. The biggest virtual event was a remote party on the evening of what would have been our House formal dinner, which included some poignant speeches, many shared memories and dancing.

This VE Day celebrations, united the girls and their families who participated in baking and Lindy Hop workshops. "Make a Difference" was a theme of the term for the junior girls, with many helping at home, clearing, baking and cleaning - their families were incredibly grateful for all the work the girls did. A special mention must be given to Anoushka Beardshaw who, having approached her village committee to find out what she could do to make a difference, cleaned and cleared the local children's playground and also took photographs to update the village website.



The Seniors meanwhile, were looking to their futures, with the Upper Fifth taking part in a series of Headstart masterclasses in preparation for Sixth Form, and the Lower Sixth participating in a range of workshops to prepare for life beyond Bede's.

The Dorter girls ran, walked and cycled in two Bede's Team Challenges; Yufei Li and Maddy Baldwin Charles did especially well and clocked up the most kilometres to contribute to the total house distance.

# COMMUNITY

## STEM DEPARTMENT DONATES PPE



Bede's STEM department has been busy delivering PPE equipment to Brighton Hospital and Eastbourne Triage Clinics during the lockdown period. Pictured is our Head of STEM, Mr Abrams, dropping off supplies of goggles and gloves in Eastbourne in April.

## ANOUSHKA COOKS FOOD FOR NHS WORKERS



Anoushka Beardshaw (Lower Fifth) and her mum Beth worked together to cook and deliver delicious food for NHS workers. Beth Kates, founder of The Vegalicious Chef (which specialises in vegan and vegetarian fine dining), says, "We delivered 30 meals to the critical care team at 11pm. Anoushka helped me with all the prep and delivery. It's great to be able to give something of value at this challenging time for our NHS frontline staff."

Alex Murphy, Dorter Housemistress, comments, "Anoushka and Beth are both incredible; what an amazing and generous thing they have done. We are so very proud of them."

## JOSH RACES TO RAISE FUNDS



Josh Akinwunmi (Upper Sixth) took part in an online race to raise funds for the NHS during lockdown. He says, "I was delighted to take part in this race with 60 other racing drivers from the racing community, from Formula 1 to karting. As a community we raised £1,500 which we are really pleased with and will go to a good cause."

Cheg Abraham, Dicker Housemaster, comments, "Very well done to Josh and his teammates for raising such a substantial amount for the NHS at this very critical time. It's a fantastic achievement."

## DORTER HOUSE RAISES FUNDS IN MEMORY OF DAISY



Daisy Strange, who was a member of Dorter House from 2009-2013, went on to become a teacher and former England Hockey player after her time at Bede's. She sadly passed away earlier this year after being diagnosed with cancer.

Amy Rimmington, a fellow former Bede's pupil who was also in Dorter House, has written a heartwarming tribute to her friend, in which she shares many wonderful memories of their shared times in Dorter. She says, "I owe my best school memories

to Daisy, and was lucky enough to keep in contact with her after school. I just cannot put into words how much she made all her friends feel so very special." You can read Amy's full tribute on the Bede's Alumni website at [bedes.org/alumni/news](https://bedes.org/alumni/news).

The girls in Dorter House have raised nearly £3,000 for the Royal Marsden Hospital where Daisy was treated in her memory. Donations can be made through their website at [royalmarsden.nhs.uk](https://royalmarsden.nhs.uk).

## MAKING A DIFFERENCE



At this time of year, our First Year and Lower Fifth pupils usually team together to volunteer for a range of local charities and community organisations as part of the Bede's Make a Difference Day. We were thrilled that the event still went ahead, albeit in a socially-distanced, lockdown version.

Deborah Franks, Head of Careers and Employability and Knights Deputy Housemistress, comments, "We focused on home and community spirit for our Make a Difference Day this year, and the pupils didn't fail to disappoint to demonstrate their ingenuity during lockdown. Their willingness to help with both domestic chores at home, and getting out and about to help others shone through as always. The pupils got themselves stuck into dog walking, baking, domestic chores, tidying and sorting rooms, painting and DIY, gardening, delivering leaflets and litter picking. We are very proud of you all!"

# PSHE

**Personal, Social, Health and Economic (PSHE) education supports pupils to develop knowledge, skills and attributes needed to stay healthy, safe and prepare them for life and work in the modern world.**

PSHE education helps pupils to achieve their academic potential, and equips them with skills they will need in the future. Core themes are health and wellbeing, relationships and living in the wider world.

PSHE at Bede's is delivered across all areas of the school including tutor time, in lessons, assemblies, workshops, chapel, in the Health and Wellbeing Centre, sign-posting to online resources, and more. Parents can find advice and guidance linked to PSHE topics on the 'helpful hints' page on the parent portal.



Throughout the Summer Term, we have continued with our PSHE programme, having introduced a new website with shared resources, advice and guidance for pupils. The site has been shared in tutor time and on the link via MyBede's and resources have included news stories, debate topics, quizzes and videos. Each week has been themed with relevant topical threads, linking to wider national and international events, and in coordination with House assemblies and Chapel.



Topics have included online safety during Covid-19, mental health at home, loss and remembrance, key workers, inspiration, Volunteers' Week and our 'unselfie' empathy in action pledges.



A highlight has been Key Workers week; Mrs Franks, our Head of Careers and Employability held a special edition of her careers drop-in, where pupils could learn more about the opportunities and pathways into key worker careers. Pupils and staff wore something blue whilst learning at home, to show their solidarity for International Nurses Day on Tuesday 12 May. Some truly inspiring people kindly took time to share their experiences of working in recent weeks, and how their jobs have changed since the pandemic, which was presented to pupils via the PSHE website. These included a police officer, a barrister, a primary school teacher, an intensive care nurse, a pharmacy dispenser and a midwife - to name a few. In return, a few of our pupils wrote responses that were sent to these key workers, thanking them on behalf of Bede's. These were gratefully received we hope showed appreciative we are for all that has been done to help and care for others.

To keep up to date with PSHE news at Bede's, please feel free to follow me on Twitter: @MrsNikiteas.

**Pamela Nikiteas**  
*Head of PSHE*

# THE FUTURE IS BRIGHT FOR BEDIANS

Last week, our Lower Sixth embarked on a journey to start **planning for life after Bede's**. Futures Week is a unique and exciting opportunity as part of the Bede's calendar, off of normal timetables, to give pupils the time and space to productively research and plan for their futures. The week offers support and advice for all pupils, whether they plan to go onto university or a specialist institution, take up international study, a gap year, an apprenticeship, or head straight into the workplace. It also provides pupils with a chance to practice some practical life skills in preparation for their adventures beyond Bede's.

Pupils enjoyed a jam-packed week, attending a wide variety of workshops, inspiring seminars, webinars and live Q&As with the likes of Amex, EY, Exeter and Surrey Universities, as well with resident experts from the Bede's community, to enhance awareness of career options and routes, find out what employers are looking for, and how to prepare for competitive applications.

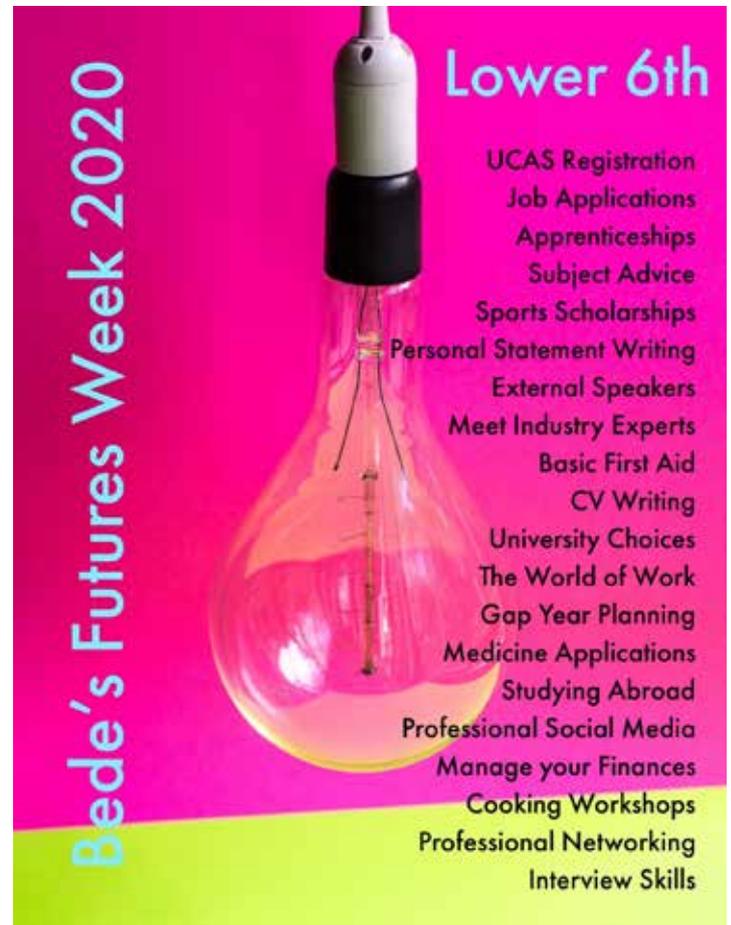
One focus of the week was supporting the early stages of the UCAS process, and guiding pupils on best practice in researching and selecting universities and courses to inspire and suit them individually. By the end of this week, pupils were well on their way to have completed UCAS registrations and have a first draft of their Personal Statements. Pupils also heard from recent Bede's alumni on their personal experiences of university and life after Bede's, offering tips on all manner of things from getting the best out of the Upper Sixth, to shopping for supermarket bargains!

Pupils were offered a vast range of advice sessions to tap into including seminars on CV writing, interview techniques, applying for apprenticeships, developing professional relationships and using social media, car maintenance, baking, pupil finance and budgeting, studying abroad, sport scholarships, applying for medicine, art foundation and creative industries, law and music careers to name but a few.



Futures Week also saw the launch of the BE: Inspired podcast lectures. Pupils were able to access an up close and personal insight from professionals across the globe including England rugby player George Kruis, choreographer Matthew Bourne, principal dancer Pip Marsh and marketing guru, Geoff Ramm.

Elise Sutherland, Lower Sixth Charleston said, "I'm not planning to go to university, but all through the week, I found useful seminars, workshops and opportunities for personal development to help me with my future career goal. The speakers were so knowledgeable, and I also received one-to-one support to help me focus on what I need to



be doing now, to prepare myself in the best possible way".

James Tai, Lower Sixth Knights added, "I received so much support and advice during the week, and I was able to choose from a huge variety of seminars and workshops, that were all relevant for my university applications and career plans. Thank you in particular to Ms French for her session on medical applications. It was a long week, but one that was totally worth it."

Above all, we hope that pupils finished the week feeling supported and better informed about the choices available to them, as well as being equipped with the knowledge and resources needed as they start to move on to their bright futures after Bede's.

**Deborah Franks**  
*Head of Careers and Employability*

# BEDE'S

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# UPPER FIFTH GET A HEADSTART

**B**ede's launched a brand-new Headstart programme for Upper Fifth pupils to help prepare them for their Sixth Form studies. All sessions were delivered online over the course of two weeks, with a wide range of sessions to suit all interests. Alongside the sessions, pupils were able to start work on their Bede's Diploma. Below is an overview of just a few of the sessions that took place:

## CREATIVE ARTS

In Ceramics, pupils took part in learning about new ceramicists and processes that fuelled their imagination to create outcomes out of clay that Mr Hammond sent to them prior to the session. It was a great success with pupils that were beginners working with clay to pupils who have studied the subject for the past three years.



The Ink Drawing Bootcamp with Ms Harris provided an introduction to freehand drawing skills using pen. Pupils were taken through a series of practical tasks to develop mark making techniques and practise how to build up an image using pen marks. In Media with Mr Williams, pupils learned about Semiotics: the study of signs and symbols. Pupils were asked to repeat the word "dog" over and over again, to understand that a word is just a sound that has been arbitrarily assigned a meaning. Once we established this principle, the group applied it to written numerals, flowers, colours and corporate logos.



Meanwhile, in Film Editing with Mr Hickman pupils were given a whistle stop tour that looked at how the language of film has evolved over the past 130 years, from 'Train approaching a Station' by the Lumiere Brothers to '2001 A Space Odyssey' by Stanley Kubrick. Pupils learned how each step (jump cut, temporal overlap, match cut) moved the language forward to the complex art form we know today. They then got to implement their knowledge using the principles of cutting on action to create a Head Start Fight Scene.

## HUMANITIES

In Mr Jackson's Business session, pupils were given an insight into the supermarket industry with an interview with a HR Manager from the Co-Op, which covered how Covid-19 has affected the company in recent weeks to show how volatile the market is and how difficult it is to differentiate from competitors. Pupils then took what they learned to produce Market Maps, which they then compared with Co-Op's own map detailing consumer perceptions of where the business lies within the parameters of price and quality.

In the Economics session, pupils learned about the difficulties associated with understanding development and standards of living between and within countries. This involved a video from a Ted talk by the late Hans Rosling, who was a leading statistician on this issue.



In History with Mr Whitaker, pupils got an overview of African-American civil rights, thinking about how events since the Civil War have shaped the inequalities visible in American society today, and looking how the historical context gives greater understanding of the protests over the killing of George Floyd in Minneapolis.

In Mr Frame's History session, pupils looked at the political career of Winston Churchill. They did a pop quiz, considered scholarship as opposed to hagiography, considered what it means to be a 'serious' historian, and the skills of unlocking an understanding of contemporary and primary sources.

In her UK Politics taster session, Mrs O'Hara covered how politics impacts upon everyday life, with a brief explanation of how UK politics works and the role of MPs. Pupils were also given an overview of what they can do in the summer in order to help them as they embark on their A Level course in September.



In Geography with Mr Slinger, pupils considered how the study of Geography gives us a unique set of skills, knowledge and tools that are essential to making sense of this Covid-19 pandemic. Geographical thinking and our geographical imaginations enable us to play an active part as global citizens in shaping a brighter and alternative future. Meanwhile Ms Worrall looked at International Development in Action, studying a case study from Kenya and exploring the inner workings of a dairy farming cooperative. Ms Worrall also shared her own experiences of conducting overseas fieldwork.

In Religion and Philosophy, Mr Costi covered ethics, the philosophy of religion and the impact that religion has had in the past and how it continues to do so today. He says, "It was great to see so many people choosing to engage with what we were doing. I could see that I was working with some very articulate and intelligent young pupils from the answers I was getting."

## LANGUAGES

In the Language sessions, pupils explored the work of fascinating writers from across the world such as Franz Kafka and Federico Garcia Lorca, as well as gained an insight into French cinema, romanticism, modern plays and climate change literature and art.

## PERFORMING ARTS

In Dance, pupils were treated to a series of workshops learning performance material and dance routines from 'Hamilton', 'Moulin Rouge', 'Singing in the Rain' and 'Come From Away'. We were inspired to work with such a talented group of dancers.

In Drama, pupils were invited to enter the glamorous world of the 1920s and join the scoundrels and sirens of the silver screen. Pupils drew inspiration from silent movies, expressionism and vaudeville performance to create an original piece of online drama straight from the hazy heydays of a century ago.



The theme continued in Music with their session entitled '1920s and All That Jazz' and the piece of music in question was the St. Louis Blues, one of the most famous Jazz standards of all time. The morning started with a brief introductory session, then students were separated into small groups with their respective teacher, to explore aspects of the song. This included structure, harmony and melody. The aim was to stretch learners' thinking and powers of musical perception. A short plenary session led to a debate and discussion on the importance of timing. The end result led to pupils recording their own parts and uploading them in order to share their work with us all.



We were also extremely privileged and grateful to have participated in an inspiring, informative and interactive conversation with Chris Key, Associate Director of leading West End Shows.

## STEM

The Biology session with Ms Morton-Freeman, 'Genes or Environment?', looked at the warrior gene; a mutation in this gene is linked to aggressive and antisocial behaviour. Pupils learned about the potential link between the criminal behaviour found with the inheritance of the warrior gene combined with a trauma in childhood. In Chemistry with Ms Finat-Duclos, pupils answered questions such as "why do iceberg float?" and "why do insects walk on water?". They looked at the boxing and structure of water to explain key concepts in Chemistry, and also learned how to make ice cream using just ice and salt. Chemists were also treated to sessions with notable guest speakers Dr Sylvain (Charnwood Molecular) and Gabi Burton (Nestle), who gave an insight to the different careers available in Chemistry.



In Physics, pupils analysed data from what are traditional experiments but recorded on video rather than carried out in class. The experiments have been increased in size using a chocolate orange rather than a small weight or ball bearing. One of the experiments involved whirling a chocolate orange around Mr Hiscox's head to see how the length of the string changes the time taken for each revolution. In the other experiment an alcohol powered cannon fired the orange into the air and the video analysed to determine the time it was in the air. No chocolate oranges were damaged (beyond human consumption) during this event.



After a quick route map of their journey towards a Medicine degree, our aspiring Medics had fun with an online quiz to generate which Medical specialism might suit them best in Ms French's session.

Esther's precision and patience suggested that she would make a great surgeon and Jemima's ability to work under pressure indicated that she could cope in A&E. The session then took a more sombre tone while exploring the ethical pillars that underpin all Medical practice. Having to choose which patient would get the last ventilator available gave the candidates plenty to exercise their brains and their empathy with. We finished by introducing the Work Experience platform 'Observe GP' which is an innovative alternative to shadowing doctors in these difficult times.

**Killer gene's - are you born good or bad?**

This session looked at the warrior gene - a mutation in this gene is linked to aggressive and antisocial behaviour. The gene codes for the enzyme MAOA A that helps regulate the levels of neurotransmitters within the synaptic cleft. The levels of neurotransmitters at the synapse can become imbalanced due to low levels of this enzyme. There is a potential link between psychopathic/aggressive/criminal behaviour found with the inheritance of the warrior gene combined with a trauma in childhood or childhood environments where children grow up with poor safety or suffered prolonged neglect or abuse.

**Question of Nature or Nurture?**

**Is it Genes or Environment?**

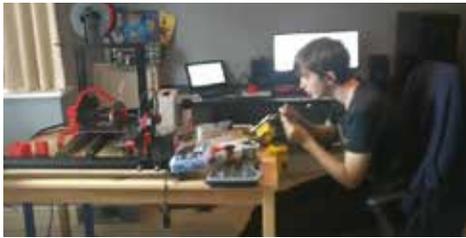
**Nicholas Abrams**  
*Head of STEM*

# SIXTH FORM EPQ PROJECT HIGHLIGHTS

**A**s part of their Bede's Diploma, Sixth Form pupils undertake a project in a subject area of personal interest. Here, some of our pupils talk about their experiences and give advice to the pupils taking on their EPQ subjects when they enter the Sixth Form in the new academic year.

## FINN RACTLIFFE

**Title: Designed for small-scale efficiency - An integrated solution for automated machine tending of small-scale (non-industrial) 3D printers: saving time | money | space | energy.**



I think if I were to give advice, it would be that the EPQ and all the supporting documentation is about the process by which you achieve your product and less about the product itself. At least when relating to the artefact. I also think someone undertaking the EPQ should not be afraid to make, admit to and document their mistakes. The mistakes make the project interesting and demonstrates a person's ability to problem solve and adapt, two more very important skills to demonstrate. On a different line, do not be afraid to ask for help from people who understand your topic. I received a huge amount of useful information from a number of my teachers, many also helped me during the different construction phases offering advice and support where possible. Overall I think that the EPQ is extremely valuable in building real world independent research and organisation skills, I truly enjoyed my time working on the EPQ and look forward to completing my artifact in my own time over the next few weeks.

## IRIS ZANG

This EPQ project has helped me develop various skills, like data collection, research, presentation, communication and statistical analysis skills. They will be useful for my future study and career development. In addition, throughout this process my time management, interpersonal, and analytical skills have also been enhanced. I have also made my decision to pursue economic and political study for my undergraduate study. Last but not least, I also want to make some suggestions for the next year's pupils. First of all, please choose your research topic carefully. As you need to do this project for over half a year, you have to choose a topic which you are willing to and interested to know more. Secondly, we need to plan our writing carefully and be realistic. It is almost impossible to cover everything related to one research topic, so we have to choose our focus. Thirdly, we need to manage our time efficiently and get things done before the deadline. Being a pupil in the Lower Sixth is quite busy, so we need to manage our time efficiently. Last but not least, please make sure to keep your project log up-to-date, as it requires lots of reflection, writing and thinking. It may also help you monitor your progress.

The process was really interesting, as you pick your own topic and, in my case, was something I was really interested in, and even with that I learnt a lot that I wouldn't have done if I didn't do such extensive research. I learnt how to speak better publicly, and also how to research things more academically.

As for advice, I would have to say that, keep a goal in mind, if you don't have a clear topic in mind, point you want to get across or argument to make then you aren't really going to get anywhere with your essay, and furthermore, try not to get too over ambitious, with the way you try and present your work, if you try and write too formally or informally, you'll lose the tone your own style of writing gives the essay, but in a way writing in a formal way is a given, as you need to convey your findings with an air of authority. I would also suggest not to let yourself see every bit of research as gospel, you will find credible sources and you'll find ones that aren't credible. Springboarding off that, try and cherry pick your sources to fit what you want to convey to a reader of your essay, and using more official and 'professional' sources, will help your point be backed up.

## HANNAH LAMBERT

**Title: To what extent can certain foods affect weight training and cardio in the gym?**

I have improved my skills in the gym and now understand how different types of exercise match up to nutrition, which I can try and teach others as well as use for myself. If anyone else were to carry out an EPQ, I would make sure they made a plan and stuck to it, because this makes it a lot easier. I would ensure they pick something they are interested in and maybe want to do as a career when they are older. I would tell them to try to use primary evidence to make it more reliable.



## MILLIE SEFTON

**Title: To what extent does social media affect the mental health of adolescents between the ages of 13 and 18 with a focus on self-harm in girls?**

## FRANCESCA PLASKETT

### Title: An Investigation into the Causation and Consequences of Teenage Pregnancy in the Western World, Highlighting its Progression and Possible Solutions

Some advice I would give to others taking the EPQ would include time management because it is such a critical skill in ensuring that deadlines are met and time is spent usefully rather than wasting it. I also believe that picking a topic the pupil is interested in makes a real difference because the passion they have for the subject will come through in their work ethic and the content of their work. A final recommendation I have would be to obtain a large quantity of research, whether it be primary or secondary, as this not only makes the writing process easier but also provides a greater reliability to the piece.

## MICHAEL TURNER

### Title: Can memory be improved through listening to music?



My advice to others beginning an EPQ is:

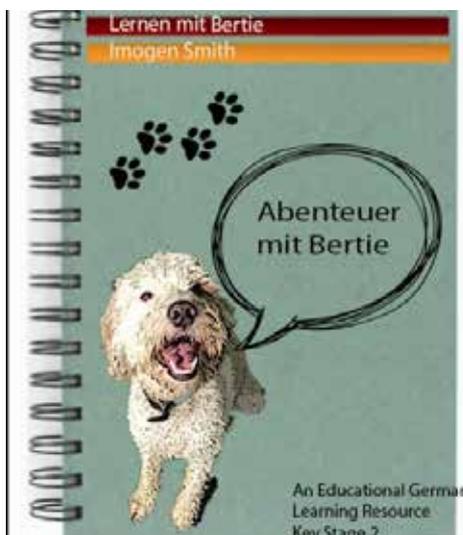
- Choose an area which you are passionate about
- Having completed initial research, decide on your focus, be clear about your aims
- Don't be afraid to change the direction of the project if it is not working
- Try to do your own primary research - it is fun!
- Link the research and question what you read

- Plan carefully, make a timeline with a couple of spaces for when things overrun - be realistic
- Try your presentation out on family and friends first - it builds confidence
- Record yourself doing your presentation (I did and I changed the pace and improved my body language)
- Enjoy completing a unique piece of research

## IMOGEN SMITH

### Title: An interactive, German learning resource for students aged seven to eight.

Whilst completing this project, I have learned how to conduct an effective round of market research; reflecting on the feedback and adapting my product accordingly. The whole Photoshop process has been very enlightening and I have developed my creative and technical skills and navigated my way around the editing device. Overall, I have learnt many new, valuable facts and also practical skills and especially enjoyed going into the primary schools to get blunt feedback and advice from the very target audience.



The main piece of advice I would give to anyone undertaking a project such as mine would be to initiate the research process as quickly as you can - ensuring that you get the appropriate research for your product. It is important to analyse the research and incorporate it within the product; hopefully eventually tested in real life and then reflect upon. Finally, it is very important to do something that interests you as I found that

was what motivated me to complete the project to the best it could be and therefore completed with success.

## ROBERTA VINE

### Title: Investigating a brief look at the causes, followed by an in depth study of the current and potential treatments for type 1 diabetes.

This was my first ever essay that I have conducted about my own ideas and on my own topic that I have chosen. Completing this project has given me an immense amount of knowledge about type 1 diabetes, which will give me a headstart in my future in medicine. I have found out that there are thousands of studies out there on one particular subject of the disease: potential causes of type 1 diabetes, treatments and new treatments etc. This has given me an insight of what medicine is like, as it is changing everyday and everyone around the world is studying new ways to manage the disease and conducting various studies to help doctors and everyone else gain more understanding of the disease. I enjoyed presenting my work and powerpoint, as it gave me more confidence with work. If I were to undertake this type of work again, I will be much firmer with my deadlines and manage my time properly, so I do not go beyond deadlines. I would therefore have to handle and balance out my work to make sure I complete my project work and other work for other subjects.

I would therefore give advice to others to choose a topic you are truly interested in and passionate about, as this would make it a much more fun and interesting project to complete. I would also advise them to organise and stick to deadlines, although it may seem like going over a deadline is nothing, but it does affect the other future deadlines. Nonetheless, I think that undertaking this project has given me a great benefit and advantage for the future and now.

*Georgina Wainwright,  
Head of EPQ*

# ZOO UPDATE

**W**hile most of the Senior School campus has felt eerily quiet during the lockdown period, one area of the school has been thriving with life – and that is, of course, our school Zoo.

With over 70 species of animal to take care of, I have been kept very busy with feeding, cleaning out enclosures, and keeping the animals intellectually stimulated with lots of enrichment and activities (while maintaining social distance from other humans).

Although Mr Juniper and Mr Jones have kept in touch with pupils in remote lessons and our weekly online Zoology activity, keeping everything going has been a struggle without the help of our pupils – and our animals are certainly missing their company. The Zoo site is located next to the school's astro fields, and as such our primates usually enjoy a lot of entertainment while watching the sports matches from their outdoor enclosures. Our lemurs are very nosy by nature and are missing watching the comings and goings of school life while sunbathing next to the Zoo entrance, and our squirrel monkeys are at a bit of a loss without being able to make mischief by attempting to steal things from unwary visitors as they look around!



However quiet things may be, nature always keeps moving forward. This term, we welcomed six

new Brazilian Guinea Pigs into the world – two in March (who have now found a new home at Halesowen College in Birmingham), and four in May. We have also seen our hornbills prepare for potential parenthood, with our female hornbill staying enclosed inside her nest box (we have yet to see whether her eggs are fertile) while – as would be the case in the natural world – her male partner brings her food so that she doesn't have to venture outside. The parallel between our hornbills' current living arrangements and the self-isolation that many people have experienced during the lockdown period is really quite uncanny.



Alongside our animal care duties, Mr Jones, Mr Juniper, Mr Tuson and I have been getting involved with some DIY by revamping the classroom spaces ready for the pupils' return, and building new enclosures for our dormice. We have also

been working in collaboration with a local organisation called Team Building with BITE to support them by testing their enrichment ideas on our animals. Our meerkats and kinkajous have loved testing their brilliant designs (and especially enjoyed the well-earned food at the end). Keeping animals intellectually stimulated while in captivity is so important, and we are truly impressed with how well these designs work. We can't wait to see what they come up with next!

Take care, stay safe, and we very much look forward to seeing our returning pupils at the Zoo when it is safe to do so.

**Helen Poyser**  
*Zoo Manager*

# BEDE'S ZOO JOINS FORCES WITH BIAZA

**We are delighted to announce that our school zoo has become an Educational Associate with the British and Irish Association of Zoos and Aquariums (BIAZA).**

With more than 100 zoos and aquarium members across the UK and Ireland, BIAZA helps to support these organisations in their commitment to be at the forefront of conservation, education and research. By becoming a BIAZA Educational Association, Bede's school zoo demonstrates its dedication to conserving the natural world through research and conservation programmes and to educating and inspiring its pupils to do the same.

Bede's is one of only a few schools in the UK with its own zoo. Opened in 2011 and extended in 2018, Bede's school zoo is home to over 70 species of mammals, birds, amphibians, reptiles, fish and invertebrates. The zoo provides the cornerstone of the Sixth Form BTEC Animal Management course, which since its launch in 2013 has seen over 60 students complete the qualification (the majority at Distinction level) and go on to further studies and careers in veterinary medicine and nursing, zoology, and conservation. Deputy Head, John Tuson, confirms the school's commitment to the zoo in its midst: "That we are able to offer such innovative and exciting courses within the school is what Bede's is all about; that we can have within our zoo Black Lemurs, Erckel's Francolins and a colony of Brazilian Guinea Pigs is truly wonderful". The zoo is also the location for one of the school's most popular activities: the Zoological Society.

Dr Christoph Schwitzer, Chair of the BIAZA council and from Bristol Zoo, comments, "I have always believed that a zoo can provide an infinite number of learning opportunities. It is brilliant to see such a superbly presented and maintained collection as part of a school in this way, and we are delighted that the Bede's zoo is now a member of the full professional zoo organisation."

Helen Poyser, Zoo Manager at Bede's Senior School, adds, "Becoming a member of BIAZA is a proud accomplishment for Bede's Zoo; it enhances our commitments to educating the next generation about conservation and animal welfare. We hope that it will lead us to being a part of more captive breeding programmes, such as our current Hazel Dormouse project, allowing our pupils to see first hand the positive impact that zoos and aquariums can have on protecting our natural world."

*Helen Poyser  
Zoo Manager*



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