

REFLECTIVE BEDE'S

Spring 2021



Elfie Day, Upper Fifth

SCHOOL NEWS

WELCOME BACK!

With the new year came Lockdown 3.0 and the return to remote learning. We are incredibly proud and grateful to all pupils, families and staff for showing such resilience and enthusiasm during this challenging time.

While the pandemic is far from over, and the need to take care of ourselves and others by following government guidance remains firmly in place, it is wonderful to see life start to ease back into some 'normality'. This began with the reopening of schools on Monday 8 March, and it has been a delight to welcome pupils back to the school campus.

While some pupils are continuing with their remote learning owing to travel restrictions, those back with us in person have fully immersed themselves in school life while adhering to our strict Covid-safe guidance. It has been wonderful to see the classrooms, sports fields and dining halls bustling with life again.

Being able to reopen the school safely has



taken a lot of hard work from staff across departments, and our thanks goes out to everyone who contributed in this effort. Special mention must go to the Health and Wellbeing team and their volunteers for running such an effective Covid testing facility, as well as to all pupils who got tested on site and continue to test on an ongoing basis. Testing is an integral part of our safety measures, and we appreciate everyone's efforts to make this a priority and help us to keep everyone safe.

BEDE'S AWARDED NATIONAL ONLINE SAFETY CERTIFICATION

Bede's is delighted to have been awarded National Online Safety (NOS) Certification for the 2020/2021 academic year.

The NOS certification provides the School with a fantastic range of resources to support and promote our online safety strategy, including updates accessed by staff and parents and a wealth of resources to enable effective teaching of proactive e-safety to pupils.



The NOS also provides advanced and specialised training, including online safety, mental health, first aid and data protection.

Bede's staff, parents and governors are registered to the NOS site, where a training module has been completed. Our Online Safety Lead, Annabel Hodge, also completed an advanced online safety course.

Annabel Hodge, Director of Safeguarding at Bede's, says, "Online safety is a key area in safeguarding. It can be difficult to keep up with this ever-evolving area, but being a part of the NOS gives us a wealth of valuable support by communicating key updates as they happen. The recent lockdowns and our increased reliance on devices has made it even more important that we focus on this area and ensure that everyone, including our parents, have access to resources and support when needed."

BEDE'S LOCKDOWN COOKBOOK

Many thanks to all members of the Bede's community who have contributed their recipes for our charity Lockdown Cookbook.



Initiated by our Service and Wellbeing Committee, the book demonstrates the benefits of cooking and creativity for mental health and will be available to buy from the beginning of next term. All proceeds will be donated to YoungMinds.

Jarrold Taylor
Chaplain



The NOS certification supports Bede's comprehensive online safety programme, which includes talks with industry experts for pupils, parents and staff.

Annabel Hodge
Director of Safeguarding

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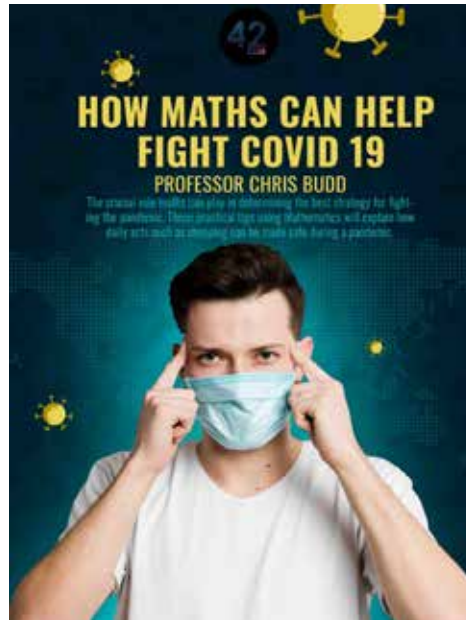
THE 42 CLUB LECTURE SERIES

We are delighted to have launched 'The 42 Club': a programme of inspiring online lectures, delivered by speakers at the top of their fields covering a range of topics, from STEM and Philosophy to Business and Law. The weekly lectures have been designed to broaden pupils' minds and interests, challenge views and introduce new ideas. The lecture series has so far proved incredibly popular with pupils, attracting more than 250 attendees for the live sessions each week. Tom, Lower Sixth, writes about his highlights of the programme so far:

This term, The 42 Club has offered a range of lectures varying from intergenerational injustice to cashless societies and artificial intelligence! We've offered lectures for all subjects whilst keeping them open-minded for all students who are interested in the topic or even some who aren't interested but have come along and found out that in fact that the mathematics behind the solution to post-Covid could actually be quite intriguing.

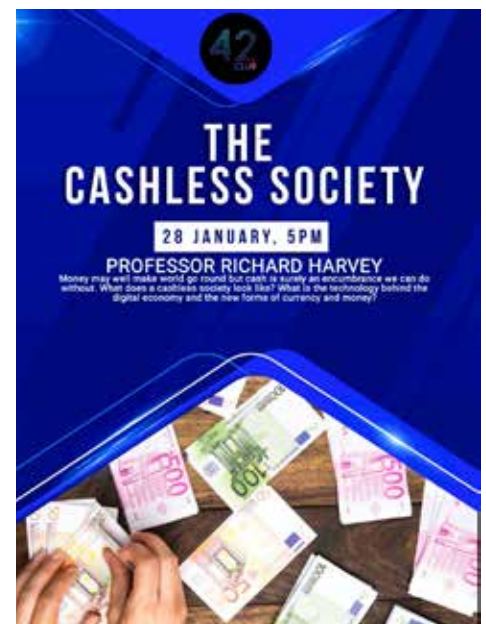
We've had some amazing speakers talk throughout this term, some that I would have never imagined being able to get the opportunity to listen to without the amazing 42 Club! Alex Edmans a leading economist and professor of finance at London business school gave us an inspiring talk on 'how great companies deliver both purpose and profit' which I'm sure like myself and the other 217 viewers found very fascinating. The lecture explained how a real-life business can manage to be profitable whilst also taking responsibility for their carbon footprint or their employees' welfare.

The lecture that really stood out for me this term was the most recent lecture carried out by Dr. Paul Hansbury on the recent troubles in Belarus; I found it astonishing that still in 2021 there are societies that neglect basic human rights, and what astonished me even more is the sheer lack of coverage on the topic. Belarus has been gripped by mass protests, triggered by an election widely believed to have been rigged in favor of the long-time leader Alexander Lukashenko. The scale of the protests is unprecedented for Belarus. More than 100,000 packed into central Minsk, the capital, for four consecutive Sundays since the disputed 9 August election. Before the lecture, I barely knew anything about Belarus but thanks to the 42 club, I'm now aware of the atrocities



that are occurring under 2000km away from us that most of us are completely ignorant towards.

I hugely encourage you, if you have not yet listened to a 42 Club lecture, to get involved; it truly does broaden your mind on current day events that you may be unaware of. Your Thursday evenings will have never been so



enjoyable; you can get in from school or work, settle down with a cup of tea and biscuits, and listen to an inspiring and unique lecture delivered by an excellent speaker on varying subjects each week.

Tom Waring
Lower Sixth

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MEMORIES: RACHAEL WOOLLETT

Thank you to all the pupils, alumni, parents and staff who contacted us with their memories of Rachael Woollett who passed away at the start of January. As the term draws to a close, we wanted to share some of the heart-warming comments sent to us by pupils, past and present, which express so beautifully how Rachael touched the lives of Bede's pupils across the last decade. We have created a book of condolence which has been shared with Rachael's family. Here are just a small selection of people's reflections and memories.



"Ms Woollett was an absolute star in my eyes. I personally would not have completed school and gone to university if it wasn't for the countless hours that Ms Woollett devoted to me, during and after school hours for not just philosophy but for my other subjects. I couldn't be more thankful to her and all that she had done for me as well as many other students at Bede's. She really was a special teacher and even more so a special individual. Ms Woollett will be sorely missed! I hope she rests in peace."

Seb (former pupil)

"Ms Woollett was more than just a teacher to me and so many others. She was always there for me and supported me through so much, and for that I am eternally grateful. She is one of the people that taught me what it means to be a strong woman but remained so compassionate and kind in both small and huge ways. I will miss the time spent and conversations had with her, and all the stories she told about her life. My thoughts are with you during this difficult time and I would like to reassure you that she will be dearly missed by so many, including myself. I would like to believe she, Ms Woollett, is in a better place as that is what she deserves."

Lilianna (pupil)

"Once Ms Woollett tried to bring me to play cricket with the argument: 'There has never been a good German cricket player. The first one has to be from our school! Do you want to try cricket?' It didn't make me try cricket but it made me smile. Just one example of the joy Ms Woollett spread in the two years I was at Bede's."

Victor (former pupil)

"Ms Woollett was, without question, the most influential teacher I had during my time at Bede's. Not only was she an excellent teacher, but she also had an unwavering dedication to gently guiding students towards future paths that truly fitted them. Thanks to her guidance I now study at a university that I would have never considered, but truly love, on a degree that, until she encouraged me to explore, I didn't believe I was capable of succeeding in. I genuinely believe that she was the teacher who most profoundly influenced not only my time in education, but the entire scope and direction of my future. For that, I will always remember her."

Archie (former pupil)

"She was one of the kindest, most selfless and compassionate individuals I have ever encountered, and I will cherish every memory I have with her. Wishing you all the strength and courage through this very painful period."

Lili (pupil)

Rachael taught me A Level philosophy during my time at Bede's (2014-2016). I have many fond memories of our lessons. There were four of us in my class and we all absolutely adored Ms Woollett. Our lessons were not only interesting and engaging but also full of laughter, countless stories, lots of general gossip and greatly valued life advice. It was very clear that Rachael cared deeply and wanted the best for us all.

Rachael sparked my keen interest in philosophy. Rachael really believed in me and was very supportive and encouraging when I told her that I had a 'light bulb moment' and wanted to teach RE because I simply loved our lessons. Rachael is, without doubt, the reason I'm now a secondary school RE teacher, myself. I often tell my own students about 'my amazing RE teacher'. She really was, still is and always will be, the best of the best. I am so thankful we kept in touch over the years. Rachael was not just my teacher, she was my friend - and was always there for me, even after I'd left Bede's.

Stevie (former pupil)

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"Ms Woollett, the most passionate, driven and kindest women I know. She took us on and became our tutor quite early on in school and yes we were a nightmare lot for her however I think she liked the challenge. Over the years we have laughed and cried with Woolley and she had always looked after and supported us as if we were her family too. She became our school 'mum'. I think she was proud of the women that we had become and quite honestly we wouldn't have been able to be who we are today without her. She has given us that grounding for life which I don't think anyone else could have given us. She made sure we were punctual and presentable every morning, although she would tell us off for the length of our skirts. I will always remember our tutor sessions on Wednesdays where she would always bring us biscuits or cakes for all of us to share, which became more like a afternoon tea whilst she would share stories about Hong Kong and her family and knowledge of current topics in the world or even her favourite TV series at the time. She was a truly inspirational person and I will miss her so, so much. We all love you Woolley."

Ella (pupil)



"It seems impossible to put into words how difficult this loss is. I think it's easy to say that Rachael touched the hearts of all those at Bede's. Whether she was shouting from the side-lines of a football game or cheering in the audience at Cabaret, she was always there. Rachael truly loved being part of the Bede's community. I can honestly say that Rachael Woollett was not ordinary by any means of the word. Her caring, and compassionate nature, and her dedication to her students was truly admirable. I feel so lucky to have had a teacher that deeply cared for me, my happiness and my success. Thank you, Ms Woollett, for making 5 years at Bede's so much more than just an education."

Lucy (former pupil)

"Ms Woollett was my philosophy teacher, but she was also my friend. After leaving Bede's we remained in touch to the point where she even travelled up to Liverpool to visit me at University. During a hockey match, I was in the middle of an over-reaction due to being hit on the foot, in which Ms Woollett proceeded to carry me all the way from the astro to the MPH to only discover I was absolutely fine. She then, of course, told me to get on with it and insisted I carried on playing. Without fail she would go out of her way to watch nearly all our hockey games, despite having far greater interest in other sports. Upon reflection, I think this, among many other things, can represent the love and care that she had for her students and ex-students. I can honestly say that I have never met a teacher who invested as much into her students as she did. She had an enormous impact on my time at Bede's and continues to do so. It was an absolute privilege to know her and I will continue to have the utmost respect for her throughout my life. Her presence will never be forgotten. My most sincere condolences and sympathies go to her family."

Jess (former pupil)

"Miss Woollett was truly a wonderful woman. I remember first meeting her and recognising her strength of character immediately. I was fortunate enough to be in her Philosophy A-level class, a time I remember with such fond memories. Miss Woollett taught with such passion and zest, which inspired my love for the subject. I would always look forward to our lessons, they would be filled with laughter, liveliness and intense debate."

"Beyond our Philosophy classes, I spent time with Miss Woollett during my role of Head of School. I looked up to her as a strong female role model and she taught me many things along the way. But mostly importantly, Miss Woollett was my friend, someone I'd visit in lunch breaks, laugh with and someone who never stopped believing in my ability."

"The delight on A-Level results day when I achieved an A* philosophy, the look on both our faces (pictured above) was a reflection of not only my result, but Miss Woollett's genuine care for the students she taught."

"Rest in peace Miss Woollett, your spirit will light up Bede's forever."

Talisker (former pupil)

"No words can describe the sadness this news has brought. Woollett, you were so much more than a teacher to us, with your door always open for Jess and I to stroll into your office and plonk ourselves on your sofa to sit for a chat, even if you were busy. You'd put everything down just to listen to our rants, hear us cry, gossip and give us advice. Treating us with lunch at the village shop and visiting us in Liverpool whilst at uni to listen to our updates on life and boys will never go forgotten, along with everything else you did to support and believe in each and every one of us. You were someone we could always go to for absolutely anything, someone who made Bede's a family. You are someone who has had a huge impact on so many people's lives without realising, including mine and will never be forgotten."

Poppy (former pupil)

"For me Ms Woollett will forever remain in my memory as being the first person to welcome me with her warm and embracing smile, an ever lasting impression which was confirmed every time I saw her."

Rodrigo (pupil)

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WELLBEING

People say children are resilient and over the last year our pupils have shown this to be true but there is no doubt the pandemic has taken its toll on our young people's mental health. Following the recent return to school, we talked to Alex Murphy, Assistant Head of Pupil Welfare, to find out how our pupils are coping and how staff at Bede's are supporting them.

A lot has been said in the media about how young people have coped with lockdown but how has the return to school been?

On the whole, the pupils seem excited and positive to be back, but there's no doubt it's also a huge adjustment for them. As parents and teachers we all know that quite often, if you ask a child if they are ok their default response is likely to be "I'm fine." Very often, that is the case, but there are occasions when we might need to dig deeper. Through our pastoral tracking system we are able to use intuitive ways of identifying pupils who may not feel able to express what they are really feeling and offer them individual, tailored support.

Has the tracking identified any broader changes in pupils' wellbeing and how can we best support our young people?

Yes, we are picking up some feelings which seem to be particular affecting certain cohorts. For example, at this time of year, our Upper Sixth would usually be excited about "flying the nest" and moving on to university, gap years or work. This year we have detected that many of them seem more hesitant and this isn't surprising; they have missed some landmark moments in their lives – social events, the build up to public exams and university visits for example and may also be worried about broader social and economic issues. As a result many of the students seem less positive about the prospect of change than in previous years and are instead exhibiting more anxiety about the future. We need to help prepare them for the future, building confidence through improving life skills and helping them get re-connected through face to face conversation.

Our First Years are going through something a bit different. Since they joined Bede's they have been limited in how they can mix and

get to know their peer group. We think that during periods of lockdown they have become quite self-sufficient and perhaps have become less inclined to ask for help. They seem to be questioning themselves more: What should I do in this situation? How will I look to others? What might others think of me? So whilst resilience, self-control and self-reliance can be a really good things, we need to encourage them to reach out more, teach them that it's ok not to know something and to ask for help. As soon as it's safe, we also want to encourage pupils to extend their friendship networks through some wider team-building activities.

Inclusivity and issues around female empowerment are also big societal issues at the moment. What kinds of things is Bede's doing to support pupils?

The first thing we need to do is listen and find the ways for our pupils to express their concerns and views. We have an ongoing programme of PSHE sessions that focus on equality, inclusivity and diversity and these have been even more valuable as our community have considered the topical events in society at the moment. These sessions enable our pupils to understand the historical context of a variety of issues surrounding gender, race, sexuality and neurodiversity; whilst also encouraging our pupils to contribute to respectful and informed discussion. Some of our senior pupils have introduced podcasts to explore themes related to inclusion. These are a really good opportunity to talk about issues in some depth. Obviously Chapel is a time when children of all religions can use to reflect and practice prayer and mindfulness.

We have set up a new LGBTQ+ group which meets weekly. This is a chance to talk, listen and just be together. We also regularly signpost help within school for pupils who just need to talk something through with



someone; this could be our counsellors, a pupil's tutor or Hm, or a prefect; but really, the best person to talk to, is the person you feel most comfortable with and that could be anyone! We are also talking to the pupils about the possibility of setting up a discussion board which will hopefully help show that often we might feel alone with our anxieties but that there are often others out there feeling exactly the same.

One of our school counsellors, Tara Jasper also joined us to talk about her reflections on the lockdown and the return to school. We started by asking about the challenges presented by this transition:

I think the first thing to say is that the change from home learning to school can seem quite overwhelming for some. Of course, it's great to be back in the classroom and to be back with friends, but it's also intense and it's not surprising that some people feel the desire to retreat a bit. It's as if we have all been hibernating and we need to re-learn how we cope with our busy lives. One of the big positives of the last year is that we have rediscovered the simple pleasures in our human relationships and in the way we take care of ourselves. The simple acts of kindness and support that we have shown to one another will hopefully be something which will endure.

BEDE'S WELCOMES NEW SCHOOL COUNSELLORS

We are delighted to welcome Sarah Parish and Tara Jasper to Bede's. They each bring with them a wealth of experience; Sarah worked for many years in Special Educational Needs, primarily working within emotional and behavioural management support, while Tara has practiced as a person-centred counsellor for the past 10 years.

What plans have you got for the counselling service at Bede's over the coming months?

Tara: People often think of a counsellor as someone you see at times of crisis and on your own. We would like counselling at Bede's to reach out more broadly and we really hope to be able to do more work in groups – maybe supporting on issues such as anxiety and how to handle stress. It would be great if we could help equip our young people with some skills that could help them navigate challenges in their lives now as well as in the future and it will remind the pupils that a lot of worries are shared with others.



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 at Bede's is delivered across all areas of the school including tutor time, in lessons, assemblies, workshops, chapel, in the HWBC, sign-posting to online resources, and more.

In the Spring Term, we have covered the following topics:

- Coping with change, bereavement and loss
- Healthy Lifestyles in Lockdown
- Holocaust Memorial Day 2021
- LGBT+ History Month
- Staying Safe Online
- International Women's Day
- Neurodiversity Celebration
- Public Sexual Harassment
- Ethnicity, Colour and Heritage

These themes have been shared via our PSHE website with resources, advice and guidance for pupils. Resources included news stories,

debate topics and videos. Each week has been themed with relevant topical threads, linking to wider national and international events, and in coordination with house assemblies.

As the school community struggled with feelings of loss and grief, with the tragic news of the death of Ms Woollett, we took some time to talk about how bereavement can affect us all differently. We also looked at ways people cope with grief and things we can do to help ourselves with managing this emotion.

Our LGBT+ History Month site focused on the celebration and recognition of LGBT+ people and culture; past and present to give opportunities to talk about the bigger picture of LGBT+ experience, in which LGBT+ people were the agents of change rather than just victims of prejudice. We shared 'Diversity Role Models' - video interviews of LGBT+ people sharing their stories and experiences.

We celebrated International Women's Day by sharing a video with some guidance by



female teaching staff. They shared their thoughts on challenges women face in 2021, and encouraged all of our young people to "Choose to Challenge" gender inequality.

In light of recent events, we have shared resources on tackling the issue of Public Sexual Harassment, with help from the 'Our Streets Now' campaign. Tutors used these resources to help guide discussions in tutor groups and we will be building on this topic in the summer term PSHE lessons as well.

Pamela Nikiteas
Head of PSHE

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STEM

CREST STEM AWARDS

Congratulations to Henry Belk, Bryony Frisby, Donnie Cecil, Theodore Lovegrove, William Gillett, who have gained their Bronze award.

These pupils took the opportunity during lockdown and school last term to focus on designing and implementing a STEM investigation. Through their own individual investigation they have developed their investigative skills, which will support their academic progress. All pupils have led and completed collaborative work in a small team, and been able to run projects creatively with their own ideas.



Nancy Morton-Freeman
Head of Biology

UKMT CHALLENGE

Our top First Year, Lower Fifth and Upper Fifth mathematicians all took part in the annual UKMT Maths Challenge this term.



This is a 60-minute multiple choice paper with some extremely challenging questions, even for the teachers. This year the following students qualified for the next stage, which took place in March: Henry Belk (Gold), Katie Leung (Silver), Yufei Li (Gold), Oliver Hayes-Bradley (Gold), Jessica Hu (Gold), Bryony Frisby (Gold), David Siu (Silver).

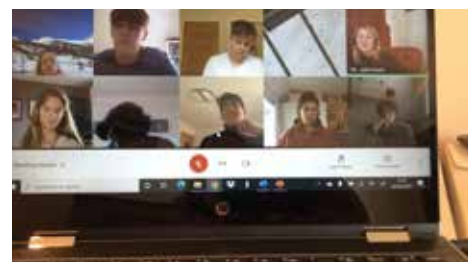
Congratulations to all of them; this puts them in the top 5% of mathematicians nationally.

Stavros Manos
Head of Maths

CHEMISTRY

Despite the challenges of lockdown and online learning, it has been yet another busy term in the Chemistry department.

This year saw the first online version of the Top of the Bench Competition, the longest running competition run by the Royal Society of Chemistry. Our students loved taking part.



We also hosted an online lunch session for our scientists to discuss topics such as psychology, green chemistry and much more.

Despite all the challenges that this term has presented, I am extremely proud of our students who have shown resilience and determination to progress. Their endless energy, enthusiasm and kindness is a credit to them.

Laure Finat-Duclos
Head of Chemistry

COMPUTING

We are delighted to have entered teams in to the British eSports Championships' Rocket League Competition, which will allow pupils to compete with other schools all over the UK.



We will also run an activity session where we will advise pupils on the opportunities available to them in the gaming industry, such as the business, graphics, marketing and sales roles, as well as give advice on the health risks that too much screen time can cause.

Chris Betts
Head of Information Technology and Computing

PSYCHOLOGY

This term has brought with it many challenges particularly as Psychology, as a subject, is based around human interaction. We have had many interesting conversations about how online learning impacted on us as a group as well as the things we learned about how we process information and retain it.

Our topic for the term was Attachment exploring how we form relationships based on our childhood experiences. The A Level group still managed to plan and conduct some incredible practicals whilst in lockdown! The main one was exploring whether there is a relationship between our attachment type (formed as a child) and our attachment to our phones! Results are pending!

And finally, we had our first Psychology Conference here at Bede's, with excellent speakers exploring a variety of topics ranging from reconstructive memory, hearing voices as well as the unconscious reliance on numbers.

Yvette Stainsby
Head of Psychology

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LANGUAGES

This half-term, the Languages Faculty made the most of our return to the Dicker, with MFL debates on the environment, a masterclass on French poetry and politics, and a live Q & A with a Golden-Globe winning screenwriter to celebrate the results of the Bede's Writers' Competition 2021.

Matthew Oliver
Head of Languages

BEDE'S WRITERS' COMPETITION

Now in its sixth year, the writing competition remains as popular as ever with students, and this year proved that whilst our budding novelists, poets, lyricists and screenwriters may have been in lockdown, their imaginations most certainly were not. Our stimulus phrase - 'in our hands' - prompted over sixty well-crafted entries from students in every year group from Year 7 upwards, and drew work on a dizzying array of themes, from tales of birth and conflict to Gothic fiction, eco-poetry, or poignant vignettes of love and loss.

In late March, we were thrilled to host a live Q & A online prior to announcing our shortlists and prize-winners with screenwriter and playwright Peter Morgan. Who better to give our students and parents an insight into the writing life than the creator of Netflix's 'The Crown', the oscar-nominated 'Bohemian Rhapsody', 'The Damned United', 'Rush' and 'Frost/Nixon'? In a brilliant discussion, ranging from royalty

and celebrity to the value of empathy and collaboration, Morgan provided essential advice for anyone with creative aspirations: work everyday, experiment with different forms, be playful, and give one's inner critic the morning off. Everything must also have a beginning, Morgan reminded us; every episode of 'The Crown' starts with a single tentative sentence. His final message - that there has never been a better time to write than the present - really struck a chord with students, who were encouraged to think big, and understand that a successful career in the creative industries is no less likely to happen - in statistical terms - than one in law, medicine or corporate finance.

It was wonderful to be able to congratulate our prize-winners at such an event. In the Prep School, Nell McLachlan was highly commended for her wonderful poem, and in the First Year and L5th category, Tom Paynter, Tom McNicoll and Antonia Clark were highly commended. The shortlisted writers in this category were Megan



Cheshire, Amber Patel and Zach Bloom, whilst the winner was Charleston's Megan Lilley. In the senior category, Faisal Atiku Abubakar, Alice White and George Linehan were all highly commended, and there were three overall winners: Crossways student Milly Gibson, and Ella Doyle and Thea Adams, both from Bloomsbury House. A huge well done to all those writers, who will see their work printed in Small Island, the School's creative publication in the summer term.

We are looking forward to launching a new competition and reading event in the summer, focusing on creative and critical responses to contemporary poetry.

DEBATING AND DISCUSSIONS

As part of our debate series with a range of different South African schools, on Tuesday 2 March 2021 two groups of pupils from Upper Fifth, Lower Sixth and Upper Sixth debated two teams from the all-boys school Queens's College in South Africa. We then debated against Hangklip School, Queenstown on Tuesday 23 March.

During the meets, we split off into the two separate debates. One was British parliamentary style, in which each side has four speakers who have five-minute turns speaking. The other, which was entirely unknown to us, was in the World Championship format in which three speakers have eight-minute turns speaking.

It was so interesting to see how debate styles can differ across the globe. We all feel very lucky to have had such a rare experience.

Violet Mo Witt
Upper Sixth

In February, Mme Bonheur and our U6th Linguists took part in the London Schools French Debates online, with Sophie Lindenfelser and Evan Nayler opposing the idea that 'green growth' is ever entirely possible without a detrimental environmental impact. Given that unscripted debate in one's mother tongue is usually considered a stiff test of any student's verbal prowess, we were hugely

proud that our students were so convincing in a second language!

MFL MASTERCLASS

Our MFL Masterclass continues to be popular, drawing in an enthusiastic crowd online even after a busy day at school.

This half-term's session focused on 'La Liberté' by poet Jacques Prevost, and explored concepts of freedom, constraint, self and state. As is so often the case, the combination of challenging material and free discussion brought out the best in students. Anyone wishing to join the next Masterclass sessions should contact Mme Bonheur or Mme Ganivet for details.

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CREATIVE ARTS

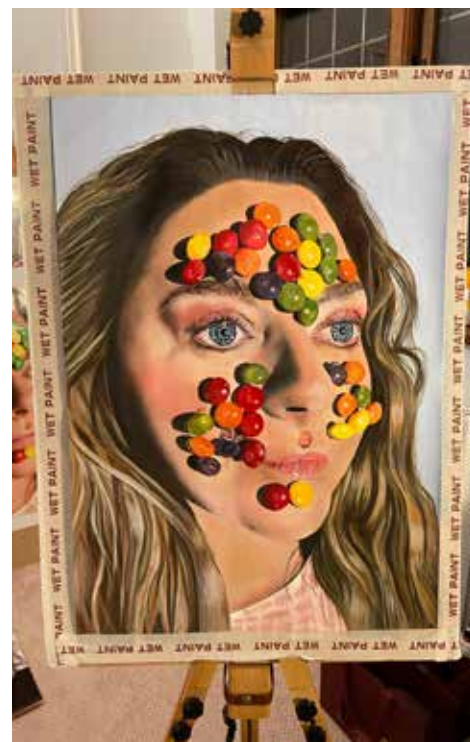
'We are thrilled to present a selection of work from the Bede's Art students, produced during the recent Lockdown. The creative work from across the year groups and across the creative departments has been truly humbling and exciting to see. Working much more independently, the range of students have shown great resilience and innovation in their approaches to learning and to their drawing, painting, graphic design, photography, and model making for ceramics.'



Elfie Day, Upper Fifth



Luisi Evison, Upper Sixth



Emily Coates, Lower Sixth



Olive O'Rourke, Upper Sixth



Flossie Wilson, Upper Fifth



Sadie Collett, Upper Sixth

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Freya Palmer, Upper Sixth

CREATIVE ARTS EVENING

In the final week of term, The Creative Arts Faculty were delighted to invite Bede's students to our first Faculty Evening where creative students could take masterclasses across the faculty including Sculpture, Film and Design.



Each session had a practical and theory element and was ideal for a variety of students – Sixth Formers who wanted to push their knowledge, GCSE students wanting to learn new skills and First Year students who want to get a sense of a certain discipline. Some of the students were already studying a creative subject but some were brand new to the faculty!

There was the opportunity to build and explore sculpture with Mr Hammond, the chance to experiment with film and sound with Mr Clerkin, and the chance to design and build a piece of product design with Mr Potter and Mr McDonnell. It was a

busy evening, and it was great to see the ingenuity of the Design Technology students. Mr Potter and Mr McDonnell led a 'junk modelling' session. Despite the casual-sounding name, this is an established professional design activity intended to get creative ideas rapidly out of your head and into the world. As part of a designer's range of design strategies, model-making using found or scrap materials can be in some ways more useful than traditional sketching, and much easier to do than CAD computer modelling.

The evening's theme was 'lighting', and after looking at many existing commercial and classic lights, students were let loose on our box of junk modelling materials (and various sharp tools) and challenged to create their own 'task lamp'. The results were impressive, and the students went away happy and buzzing at their own unleashed creativity!



Mr Hammond's group explored the history of the Teapot from its central part in our lives (see The Iconic Brown Betty Teapot) to a now niche item – a reflection that we don't have time to wait, relax and enjoy tea brewed in a Teapot. Inspired by the American potter Paul Solder's 'five minutes' teapot – students embarked on their own four-minute Teapot. There were some wonderful designs and all creations had to be able to hold and pour water.

It was a wonderful way to end a difficult term – seeing students making with their hands in an age of looking at the screen. Why not spend Easter making something – while brewing a nice pot of tea!

Jonathan Turner
Head of Creative Arts

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PERFORMING ARTS: DRAMA

Drama in Lockdown is a creative challenge that none of us would wish for long term, but I was proud that all the staff and pupils threw themselves into lessons with as much gusto as they could muster and what was achieved was astounding.

The Lower Fifth kicked the term off with presentations of their excellent set designs for the Junior School Show and we were gobsmacked by how much had been achieved over the Christmas holidays and how much ingenuity some had put into the online presentation. Unfortunately, we won't see the winning set realised as 'Changing Room' by Chris Bush can't be performed due to Covid, so we are re-inventing this as a Radio Play and rehearsals both online and 'live' have been wonderful due to the positivity, energy, and creativity of the group.

The ESU Shakespeare competition has been cancelled this year but we have continued with our own in-house version and many performances have demonstrated our pupil's resilience and talent a plenty. The competition was high with speeches from 'Romeo and Juliet', 'Macbeth', 'Twelfth Night' and 'Coriolanus', to name but a few. Well done to all involved. The winner was Megan Lilley for a chilling Lady Macbeth and a highly commended went to Anna Scott for a deftly performed Jacques from 'As You Like It'.



The Upper Sixth have stormed ahead with their A level Drama and Theatre study of the National Theatre of Scotland's 'Black Watch', directed by John Tiffany.

As well as providing them with a 'live' show for their final assessments, it has offered inspiration for their own solo performances. I also thoroughly enjoyed teaching theatre design to this group - and have been wowed by some of their design concepts for 'Equus' by Peter Shaffer.

The most thrilling experience of the term must go to the Sixth Form Virtual Theatre experience of 'Jury Duty' by the awarded-

winning Exit Productions. We treated the A Level classes to this immersive experience where they played the jurors investigating a warehouse fire and murder - and although the resulting verdict was to let a guilty man go free - we had a lot of fun in role and working in our teams.

In the last two weeks of term, we hosted Bede's 4th PLINTH: a veritable feast of various acts from our Drama and Music students taking place on a busking stage behind the Recital Room. This gave our students the opportunity to flex their creative muscles to a passing audience, and was a wonderful way to round off the term.



The final note of our Drama news must go to our brilliant Upper Sixth who gained places throughout the term at top universities and performing arts colleges around the country. With one college citing their audition numbers had succeeded 6,000 for 30 places - it has been an extraordinarily challenging year and we couldn't be prouder. Thus far, all our hopeful Upper Sixth have got offers from their first-choice places including Bird College, Royal Central School of Speech and Drama, Trinity Laban, Arts Educational, Durham, York, Bristol and Oxford Brookes.

Karen Lewis
Director of Performing Arts

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PERFORMING ARTS: MUSIC

Lockdown 3.0 doesn't stop the Music department from doing anything different! We have had, and continue to have, the most busy and creative term ensuring all pupils have a broadly similar experience to in-person learning. In January, we held the annual scholars' recital with superb performances filmed at home from all our wonderful premier musicians.

With a nod to TikTok, February and early-March saw Virtual House Music with the combined houses coming up with a lip sync battle, a solo performance, and a prize for the final edit. A massive team effort by the Heads of Houses and Mr Williams will see a YouTube broadcast at the end of term, adjudicated by singing teachers Miss Collins and Mr Kuszewski. It was always Ms Woollett's intention to have a lip-sync battle in March, and the Music department were really pleased to do it in her memory. She would have loved the camaraderie and house spirit, and it was in this vein that we did it. Rest in Peace, Ms Woollett, and may your light shine always.

The Music Department has received an early spring clean this year with various new information boards including a music scholar board, Department staff board and higher education board. With a few decorative musical enhancements and some beautiful house plant additions, there's an air of excitement in the Music Department and we are all looking forward to a wonderful Summer Term full of new opportunities.



The Department is also thrilled to announce the safe arrival of our trumpet teacher, Mr Kris Jones' baby boy and the imminent arrival of Miss Jen Baillie's and Mr Ollie Boorman's little bundle of joy.



Now we're back in school we have been able to give this term a secondary kickstart and are enjoying being back in the studio. The Lower Sixth BTEC students have already been recording themselves playing, to contribute to their self-development portfolios, and the Upper Sixth BTEC students are hard at work putting the finishing touches on their compositions, ready to begin recording next week.



The first-year carousel has just rotated and after two carousels of online lessons, we are now able to get back into the classroom and begin studying The Blues; exploring the musical, social and historical importance of the genre and how its influence has permeated much of the 20th and 21st century's popular and contemporary music, from Rock & Roll to Hip Hop and RnB.

Robert Scamardella
Director of Music

NOTABLE STUDENT SUCCESSES

Daisy Noton

Daisy got offered scholarships to all the places for which she auditioned (RAM, RCM and Guildhall) and has decided to accept a place at the Royal Academy of Music with Karen Jones and Michael Cox.

Will Hopkins

Will has been accepted onto courses at Bird College, ArtsEd and the Royal Central School of Speech and Drama. He has accepted the place at ArtsEd studying for a BA (Hons) Acting: Music Theatre degree.

Amber Giles

Amber has successfully auditioned and received offers to read popular music at Newcastle university, Liverpool university and Goldsmiths College, University of London.

Flavia White

Flavia has got into Bird College for BA (Hons) in professional dance and musical theatre.



PERFORMING ARTS: LEGAT LEAVERS

Will Hopkins

When did you join Bede's?

I joined Bede's way back in Year 5 at the Prep School and have never looked back.

What subjects are you studying?

Drama, Dance and English



What have been your best moments and highlights during your time at Bede's?

Definitely performing in the recent virtual Cabaret which was streamed to audiences in December 2020 – it was incredible how we adapted from the live gala dinner performances to a virtual event which still felt like a professional performance experience. Also, playing Mr Bumble, singing my first solo in Y8 House Music which compounded my love for singing and performing and developing my passion for song writing.

What does the future look like for Will?

Without a doubt I want to go into Musical Theatre and TV. I had offers from Bird College, ArtsEd and the Royal Central School of Speech and Drama, and I am really excited about my next steps and what the future holds for me, and have accepted the place at ArtsEd doing a BA (Hons) Acting: Music Theatre degree.

How has Bede's helped to support your future aspirations?

I cannot thank Bede's and my teachers enough for setting me on this pathway. Bede's has been so patient and nurturing and given me the chance to develop my talents supported by the amazing teachers. Mr Williams particularly saw something in me to develop my dance skills so essential for the career path I am following. The dedication and passion the performing arts teachers have for their craft is an inspiration to us all – we have learnt from their expertise and experience in the industry from professional dancers and musicians.

Lucia Oxenden Rodriguez

When did you join Bede's?

I joined Bede's in the Lower Sixth in Charleston House.

What subjects are you studying?

History, Spanish and French

What have been your best moments and highlights during your time at Bede's?

It is very difficult to choose a highlight as there are so many and they are happening all the time! I truly enjoyed the energy and electricity you get from the live professional performance like Cabaret but, this year, I learnt so much about performing in front of the camera for the virtual Cabaret and the stamina required to repeat the performances time and time again for editing purposes. House Music has always been a huge highlight for me because it's an event that involves the whole school and it's great to see what the different teams put together. This year I'm performing the solo for my house and it was really stimulating to prepare for it. Like many things this year this has been adapted with all the rehearsals on Google Meet during lockdown with the final performances premiering on YouTube – I feel really proud of how we have all adapted.

What does the future look like for Lucia?

I have a huge passion for different languages and learning about different cultures and I am planning on going to UCL to do a degree in Language and Culture. I will also keep up professional training in dancing, singing and acting as these are a huge part of who I am and I wouldn't be able to live without them!



How has Bede's helped to support your future aspirations?

Bede's has given me so many different opportunities to explore my talents and helped me to pursue the pathway I wanted. Different departments across the school work collaboratively to support you and your interests. Everything works together to complement each facet at Bede's to create a programme to bring out the best in you. The teachers in Legat have been so supportive of my decision to follow an academic degree. They helped me with my applications to places like UCL and Cambridge but also prepared me for Musical Theatre applications to Trinity Laban and ArtsEd to allow me to keep all my options open.

As the Upper Sixth Legat Dance Academy students prepare for their last term at Bede's, we talk to some of the pupils about the best moments from their time at Bede's, how they have adapted to remote learning in their last year, their experience of applying for higher education and what their next steps are as they fly the Bede's nest. One thing we know for certain, their passion for the performing arts and their hard work and dedication has been an inspiration not just to their teachers but also to their peers. We know they all have bright futures ahead of them.

Flavia White

When did you join Bede's?

I joined Bede's in the Lower Sixth as a boarder in Dorter House.

What subjects are you studying?

Dance, Drama and Music



What have been your best moments and highlights during your time at Bede's?

Definitely Cabaret! Just the experience of performing at a professional standard in front of a live audience – it's incredible! And every day having the opportunity to work alongside professional dancers – just recently learning repertoire from Mr Williams from Matthew Bourne's Swan Lake, a contemporary ballet that our ballet teacher Ms Chadwick formed part of the original cast for, in 1995 playing the role in both the West End and in the film!

What does the future look like for Flavia?

I have been accepted at Bird College Conservatoire for Dance and Musical Theatre doing a BA (Hons) in Professional Dance & Musical Theatre degree. I want to be in the touring West End productions. I would love to work with Disney and be part of Disney Cruises to see the world and travel. I have been going on Disney Cruises since I was three years old so to be part of this would be incredible, particularly Disney California so I can also be close to my family in the States.

How has Bede's helped to support your future aspirations?

Bede's nurtured my desire to develop my craft in musical theatre. The amazing ballet teaching has brought me up to a professional standard and they also helped me to prepare for my auditions for Bird College with additional ballet sessions. The dancer teachers help us to develop new show moves for routines which allows us to express our own creativity too. I believe you need to focus on what you want to achieve, put in the hard work and with the support of the amazing teachers here you will get there. Don't compare yourself to others – just stay focused!

Phoebe Tucker

When did you join Bede's?

I joined Bede's in the Lower Sixth in Charleston House.

What subjects are you studying?

Drama, French, Photography, Dance

What have been your best moments and highlights during your time at Bede's?

There are many highlights for me but some of the professional dance excursions with the Legat Associates will stay with me forever like when we went to the 'Move It' dance event and saw the Choreography from Company Wayne McGregor – this was a real inspiration to me. Also, going to the Marlowe Theatre to watch Matthew Bourne's Romeo and Juliet which two of my peers starred in, and most recently the virtual Cabaret and learning how to work together as a professional dancer with a camera crew.



What does the future look like for Phoebe?

Well, I got into my first choice Trinity Laban (Conservatoire of Music and Dance)! My passion is in contemporary dance and musical theatre. In the future I would love to see different countries on tour with a Company, perhaps even on a cruise ship.

How has Bede's helped to support your future aspirations?

Legat and the Performing Arts department really complement each other and work collaboratively to bring out our talents. Bede's has provided us with cross-curricular support with our university applications and the Drama department ensured I had regular one-to-ones to enhance my application for musical theatre. There are so many opportunities every day! We are currently working on choreographies for the Legat show. Despite the pandemic and remote learning we have still been performing and auditioning, learning new repertoire and developing our talents – it hasn't stopped, everyone has adapted and been supported.

HUMANITIES

HUMANITIES MASTERCLASSES

Over the course of the term the Faculty has delivered a series of Masterclasses across the range of Humanities subjects. These sessions are designed to stretch pupils and to encourage them to venture outside of the curriculum, focusing on areas of the various disciplines that might otherwise be overlooked.

In the most recent Geography Masterclass, Sixth Form pupils considered whether the high street is dead and, if so, whether it can be brought back to life. Pupils considered the vital role that town centres play in being focal points for community life and how they create place meanings. They considered the range of threats and economic and social forces that have led to the decline in demand for physical retail space and looked at the statistical evidence that shows that the decline of retail spend on the high street is in fact a trend going back all of 50 years. We concluded that the high street has always been a place of innovation and change - it is a mistake to mourn the loss of some mythical, idyllic golden age. Undoubtedly there are tectonic forces currently shaking up our high street but with innovation and creativity, vibrant new uses, alongside re-invented retail, can be created that better serve the interests of its communities. This masterclass was yet another example of the relevance that the study of Geography brings to students' understanding of the modern world and their own futures.

In recent weeks the Business and Economics department has run masterclasses on the topics of the Circular Flow of Income and the importance Organisational Culture on the long term success of an organisation. Both sessions provided an insight into some challenging topics taught as part of the A level syllabus and gave a taste of things to come for U5th pupils.

The RP Department ran a masterclass on the ethics of vegetarianism, discussing views on vegetarianism for ethical considerations of animal welfare and how the accommodating

of immoral actions is regarded as immoral in itself, raising the question of whether this should also apply to an ethical vegetarian who accommodates their friends and family eating meat. Pupils considered the merits of a university level essay and a 2015 paper written by Elizabeth Harmon, an associate professor in Philosophy at Princeton University. This session ignited debate and allowed students in the U5th and Sixth Form to engage with degree level philosophical concepts.

The History & Politics Department was incredibly privileged to host survivor Manfred Goldberg BEM, who spoke about his experiences during the Holocaust. He talked us through his time in the Riga Ghetto, Stutthof camp and his liberation by British soldiers in May 1945 whilst on a death march, a shocking yet powerful account of his childhood experience of the full horrors of Nazi persecution and his subsequent life in Britain. Manfred answered a range of questions and finished by asking us all to 'make a resolution never to remain silent when you witness discrimination or injustice'.



Further sessions will be running in the Summer Term!

My colleagues and I would like to take this opportunity to thank all of the pupils within the Faculty for their hard work and understanding during a testing lockdown period, and we are certainly very glad to have the majority of you back in the classroom again.

James Whitaker
Head of Humanities

PHILOSOPHY ENRICHMENT

Being in lockdown has done little to stifle the appetite for philosophy amongst some of our Upper Fifth pupils, with voluntary sessions taking place every Monday afternoon outside of the activity programme. Pupils have explored a range of topics including 'the influence of the academy', the changing landscape of religion in the UK', and 'thinking about gender.' Special mention goes to Elfie Day and Atlanta Woodhall from Crossways for attending every session.



It was also a delight to receive pupils from outside the RP fold, such as Milly Gibson and Poppy Eyre, who aren't currently taking the RS GCSE but had plenty to contribute to the sessions which they did attend. Mr Costi views being able to spend an hour discussing important topics beyond the curriculum and helping pupils to further develop their reasoning and communication skills, as a highlight of his week and would like to express his thanks to all those who contributed to the success of Enrichment Mondays.

BUSINESS ENTERPRISE

In January, the Business Department hosted their First Year Enterprise Morning (which was held online this year). The pupils were split into 10 groups, navigating a series of tasks that would test their entrepreneurial acumen and challenge them to think creatively and solve problems. The pupils worked in teams, communicating effectively to present their ideas. Thank you to all of the First Year pupils for their energy throughout.

MEDIA

Although this has been a tricky year thus far, the BTEC, GCSE and A Level Media students have been busily working away on a plethora of projects.



We have seen some superb work at GCSE Level from Rose Barnes, Grace Tuson and Josh Willoughby. Rose has produced a beautiful campaign for a local radio station, combining sophisticated photoshop skills and a terrific eye for revealing detail, whilst Grace and Josh have used lighting, costume and our studio space to excellent effect.

At A Level we have seen excellent work from Ella Waver. Ella used some great lighting and post-production techniques for her magazine design project.

At BTEC level, the students are required to be significantly more autonomous and sophisticated with their projects and the level of pre-production preparation reflects this. This year Indiana Gothard and Lili Longden have both made superb music videos. Indy has really delved deeply into advanced effects techniques and Lili made a beautiful, subtle and melancholic dance video about the impact of lockdown on a relationship.



In BTEC Media this year we have had some of our best practical work submitted. We would like to particularly highlight the achievements of Moyo Tinubu, one of our talented Upper Sixth students. He has achieved an incredible piece of work for his Music Video assignment.

Lucy Grandage should also be commended for her beautifully shot and lit tv ad, promoting a Mexican cookery brand.

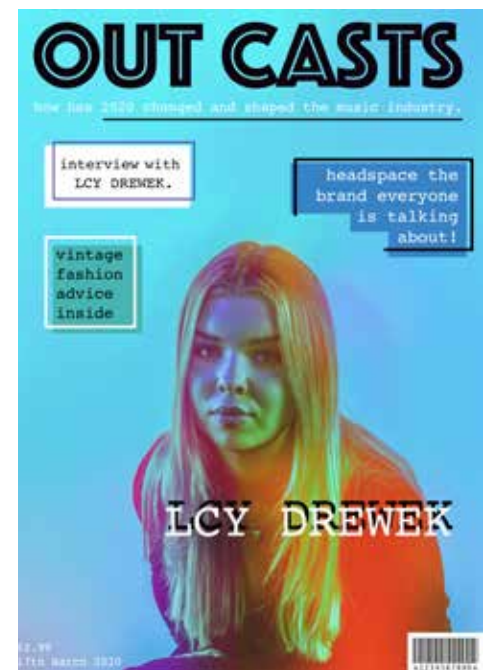
Evita Byk was the recipient of the Media BTEC recognition award this term. Evita has shown great effort and ability on her film editing and research techniques assignments and has fully engaged with the academic autonomy required to succeed on a BTEC.



After Christmas, we launched the 2021 inter-house film competition and there has been a superb range of entries, all taking a different approach to the theme of 'Surprise'. Jack White shot and edited a provocative advocacy film for climate action, and the girls of Crossways House made a hilarious and touching film about how to keep having fun when you can't leave the house.



Well done also to Eddie Rowley for his fantastic entry to the Journalism Competition for Media Week. He put together a great review on the TV show 'Schitt's Creek'.



Finally, I would like to commend all the media students for their efforts this year. Being creative with technology is challenging at the best of times and I have been so impressed with the determination and ingenuity showed by our students. They have risen to the challenge superbly and it has been wonderful to work with them.

Rick Williams
Head of Media

INQUIRY LEARNING

This term has seen a record number of Recognition Awards being handed out to pupils for their hard work and effort across the ten subject areas in the faculty. Students have been able to progress really well with the coursework units, therefore it has been business as usual for most pupils! We are nearing the end of courses for some pupils as they have been working solidly and achieving the criteria first time. Post-Easter will be a time to finalise the paperwork and re-focus on other subject areas, if they are fortunate to be in this position. Working under lockdown has seen many people flourish and catch up and even exceed our expectation, as they have been able to finally sit down and work through their tasks. I am hopeful that this moment will continue as we move towards the final term ahead.

Georgina Wainwright
Head of Inquiry Learning

ANIMAL MANAGEMENT

No matter what is going on in the world around us, the animal world keeps turning and sticking to its seasonal cycles. In the last couple of weeks we have seen our young hornbill chicks depart to pastures new in Moulton and our female hornbill, Kiri return to her nestbox and shut herself away from the world in preparation for laying her next clutch. It is now the male, Zazu's, responsibility to feed her until the chicks have hatched and are ready to fledge.



Our lemon doves have laid two eggs and are proudly sat upon them, we should know if they're fertile or not in around two weeks.

We've seen the arrival of some new creepy crawlies in the form a trio of red-legged millipedes (*Epibolus pulchripes*).

With the sunshine out during the day on a more regular basis we have seen the lemurs and the meerkats becoming much more active and returning to their favourite sunbathing spots.

And most importantly we've seen the return of our students, observational studies of the animals in real life have restarted rather than virtually, and I'm not sure if it's the students or the animals who are the happiest about it.

MUSIC

The beat has not stopped in the music department. Upon returning to school both the Lower Sixth and Upper Sixth BTEC groups have been hard at work preparing for the BTEC gig in the Summer Term. They have all shown a brilliant collaborative spirit in helping to bring back live music performances to the Bede's community. More details will be released soon on how to access the concert which is set to be a vibrant and energetic evening of music making.

PSYCHOLOGY

We have been busy on the BTEC Psychology course this term. The psychology of lockdown has sparked amazing conversations and reflections as we considered how the limited amount of human interaction affects us all in so many ways. Having said that, lockdown did not prevent us from planning and conducting our own individual research practicals. We have such a variety of research ranging from colour perception, capacity of memory, personality and even music taste. Some are even exploring gender and age differences.

We also had two recognition awards for outstanding work ethic, which were awarded to Tati Martin and Rosie Nel. They have continued to show determination and motivation regardless of obstacles and this has reflected in their work. Very well done.

EPQ

The world of project qualifications continues! The release of the Upper Sixth results in early



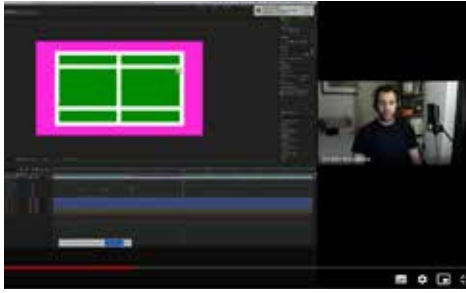
March saw some top scores being achieved once again. With notable achievements from Will Gwynne, with his dissertation into the portrayals of Arthur Pendragon and Violet Wits' investigation into the extent to which American female literature influenced Second Wave Feminism in the 1960s and 1970s, gained A*'s for their projects. A-grades were also achieved by Ella Gordon, Eloise Eyre, Jess Frisby, Paula Gehrals, Callie Herbery, Tim Jain, Sophie Lindenfelser, Evan Naylor, Connor O'Sullivan, Ellie Sarro, Felix Sedosia and James Tai.

Great strides have been made with the Lower Sixth and projects are starting to make shapes, with some significant development in literature reviews and draft essays. Recognition Awards have been awarded to Noah Seymour, Tomas Menard, Emily Ostler, Theo Plestis, Esther Tuson, Rachel Canepa-Anson, Rosa Westcott and Alice White this term for their hard work and effort.

The HPQs (Higher Project Qualifications) in the Lower Fifth are starting to make shape too. While they are not quite as far ahead as the EPQs, we are seeing some interesting developments in the project proposals.

COMPUTING AND IT

During the last week of lockdown, our Lower Fifth BTEC IT students attended an online masterclass given by a Freddie Woodward, a professional graphic designer at advertising agency, Droga5 UK.



Freddie spoke with pupils about his career path and introduced them to Adobe After Effects, which they will be learning as part of their course. Freddie used the concept of a tennis court to show how to add images and sounds to layers on the timeline, build movement using key frames, add effects such as Blur and distort, and demonstrating how to export the animation as an MPEG4.

CHAPLAINCY

One of the most devastating effects of the pandemic is the inability to mourn and cry, celebrate and laugh together. And when I mean together, I mean in person. Technology may have done a lot to bring people together, but it falls short of actual face-to-face relations. Before the lockdown, our Chapel was a place to gather, reflect, sing and pray. No more gathering. No more singing. However, there was one ritual that remained — a moment for silence.

In our first chapel this term, the silence was unifying. We logged into chapel online, stopped what we're doing — without words, communicated our pain, sadness and a deep sense of loss for our beloved Rachael Woollett. May her memory be eternal.

Chapel is a time (or place) that reminds us we belong. It provides a space to reflect. Members of all faiths or none explore how they relate to themselves, others and reality. The Christian understanding of this is that you should love the Lord God with all your heart and Love your neighbour as yourself.

SPORT AND PE

In Upper Sixth, Elise led a fantastic event based on military fitness. The event was attended by Lower Fifth students and they worked hard! Elise led with confidence and enthusiasm, commanding the session to make it fun and hard work. As Elise is planning to move on and have a career in the Armed Forces she is keen to give the students at Bede's a taste of military life. We wish Elise all the very best as she starts the next stage of her life as a military dog handler. Fantastic work!

The Upper Sixth have also been exploring map reading skills and compass bearings ready for completing the practical hill walking and orienteering for the unit on outdoor and adventurous activities. They have explored the South Downs, Friston Forest and Abbots Woods and completed an online table-top orienteering challenge.

The Lower Sixth have been busy preparing



coaching plans ready for their unit on sports coaching. They have worked hard to show good planning, organisation and sports knowledge through the preparation of progressive session plans and fun activities. They have also been learning about the importance of physical activity and sport as a way to improve physical, mental and social health and the reasons why the nation should continue to be active.

Our second chapel this term looked at the nature of reality; change as the only constant in life. In this, we are all together and again.

Other themes included Holocaust memorial day, fasting, Chinese New Year and wellbeing as a by-product of prayer as scientist Dr Rupert Sheldrake wrote in his book.

I pray that the Chaplaincy provides the opportunity to cultivate self-transcendence crucial to compassion and kindness.

Some of our pupils have kindly provided some feedback on the chapel sessions this term:

"Chapel has helped to keep a calmness, time of reflection and reassurance that as a community, we can be strengthened to get through this challenging period."

"I value the time set aside for peaceful reflection. My faith has been invaluable to me."



"Chapel has helped me to be calmer during the lockdown and made me feel more positive when working."

"With the constant motion in a typical school day, I value this chance to pause; otherwise, it would be all motion that can be counterproductive to all the aims we have."

May peace, grace and mercy, fill your heart, now and always.

Jarrod Taylor
Chaplain

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SIXTH FORM

CAREERS WEEK

This term has seen both National Apprenticeships Week and Careers Week take place in the Spring Term. Naturally to coincide with both weeks, we have held our own Bede's bespoke events, jam packed with activities, seminars and of course our annual Universities and Careers Fair.

Apprenticeships Week helped raised the profile of alternative routes for our school leavers and focused very much on helping all students recognise the development of their employability skills, and how these are preparing them for their future professions and careers regardless of the route they choose.

For Careers Week, our Universities and Careers Fair of course went virtual, rather than the bustling event normally hosted in our MPH. Students had the opportunity to

join over 40 live and bespoke seminars from a diverse range of employers, universities, specialist colleges, and gap year providers around the world. Supporters included Exeter, Cardiff, Southampton and Warwick universities, and organisations from Raleigh International and the London Institute of Banking and Finance, to East Sussex Fire and Rescue Service and Drusilla's Zoo.

Students were also able to join live sessions with some of Bede's resident professionals for Sport, International University and Oxbridge Applications, Psychology, and both Performing and Creative Arts. Collectively, there was something to spark the interest and imagination of every student. It also offered everyone the chance for a much more personalised experience; to gain information and advice, and ask questions about their future career ideas.

We also dedicated a topical day to celebrate and promote careers in the NHS- in frontline medical roles as well as allied health professions. We also focused a PSHE session on matching skills to job profiles, and developing an awareness of future changes in industry and labour markets.

Luke Burdekin Lower 6th said, "I was so pleased to see us partner with so many organisations at the Careers Fair, there were nearly too many to choose from! I ended up making a great choice with a Q&A session hosted by a university I'm planning to apply to. It provided me with a really personal insight and so I could ask lots of questions about university life."

Deborah Franks

Head of Careers and Employability

PREFECT SPONSORED SLEEPOUT

In a concerted effort amongst the School Prefects of the Upper Sixth, we decided to conduct a sponsored sleepout for 'Warming Up the Homeless', to help the homeless throughout Sussex. So, we each got our boxes, our sleeping bags and our blankets, set up in our back gardens, and spent a night trying to experience what being homeless must be like.

We all expected to be cold and to be uncomfortable, but I don't think any of us fully grasped what a night outside would really entail. The stars were beautiful, but the intermittent passing of cars, birds flying overhead, the whistle of wind, and so

many inconsequential noises that you would normally never consider combined to make it a startlingly noisy experience.

You would think at 4am that the world is a quiet place. It is not. On top of that there was the cold. That word does not even begin to describe how terrible it feels to be deeply cold, especially when it is for a long period of time. My toes, feet, fingers and nose very quickly went numb, even though I was wearing many pairs of socks and gloves. The ground was hard and damp, so very uncomfortable and it was impossible to find a comfortable position to get into. I could feel the cold seeping into my body and making my joints ache. It was horrible, and experiencing it helped me to understand in a way that imagining never could. All of these things combined made it such a challenge to even grasp a short period of sleep. Whilst we all were uncomfortable and cold and found it hard to sleep, we knew as we were doing this that our experience pales in comparison to what the homeless face. To sleep and be exposed to the weather night after night is something we still can't fully



comprehend. After one night, we felt the mental drain, the aches, the pains and the fatigue for the days to follow, and we each went out into our gardens after having a good meal, with the knowledge and respite of having a cosy room and bed to go back to afterwards. To think that the homeless out there face this experience every single day of their lives, with no hope of change, is truly terrible and heart-breaking.

We set out with the target of raising £2,000 as a community, but through so much support, we have exceeded that figure. Thank you to everyone who donated. This really is a worthy cause that I for one am proud to have contributed to.

Will Gwynne
Upper Sixth



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DEPARTING NOTE FROM OUR HEADS AND DEPUTY HEADS OF SCHOOL

As this academic year's cohort of Prefects begin thinking about handing over their roles, our Heads and Deputy Heads of School - Lili Longden, Rodrigo Merlo, Ella Gordon and Luke Gare - report on what has been a challenging, but ultimately successful, year:

Inclusivity is challenging to maintain when you find yourself, and your peers, spread out across the globe. Regardless of these obstacles, maintaining the Bede's spirit during the period of online learning was something which the Prefect team focused on strongly and believed was of the utmost importance.

Although we faced some challenges, there were many moments that did resemble the inclusive nature of the Bede's community during lockdown. Keeping the student body together, especially when it came to individual Houses, was something which the School Prefects excelled at. The School Prefect team worked tirelessly, not only to maintain the Bede's community throughout lockdown, but also throughout the whole of the academic year via a series of events and issues, many of which are mentioned below.

A simple yet effective example of what the School Prefects organised was a series of Google Meets where anyone could approach a Prefect with issues, to chat, or just let off some steam (which a lot of people went for). The number of events and programmes organised to keep the community together were plentiful – too many to list. But our actions and commitment led us to realise what inclusion at Bede's really means: uniting 900 different people; maintaining, accepting and more importantly, protecting their differences.

Ensuring that the School's comradery continued, despite the many obstacles of lockdown and enforced social distancing rules, was a challenge; but having a dedicated and passionate Prefect team undoubtedly made the year go by a lot smoother than anticipated. Not only were these Upper Sixth students supportive of each other, making sure each and every member was coping well during the pandemic, but they managed to push past the monotony of the repetitive "how are yous" and implement new systems within the School which catered to all the required

new restrictions: with every new innovation following social distancing guidelines and providing students with the necessary interaction with peers and friends.

Our Prefect Sub Committee teams are brilliant examples of how we were able to make positive changes throughout the School. The Sixth Form Engagement Committee has introduced Bede's first Subject Ambassadors; a role of responsibility where a particularly gifted student in the Upper Sixth will be appointed the opportunity to help with extra sessions, organise department-based coffee mornings, and generally be a point of contact for any students looking for some guidance. Not only will this create a stronger sense of community within departments, but throughout the whole of Sixth Form, with relationships between the two year groups becoming a lot more apparent.

The Prefect team's mantra is, 'Be More Inclusive', and in considering this, Violet Mo Witt and Max Jones have made incredible progress regarding inclusivity of individuals at Bede's within the Equality and Diversity Committee. Since returning back to school in September, the two have introduced: the Bede's Pride Society, of which 15-20 students have already become members; a multitude of insightful talks about race, gender, and identity; a more inclusive Chapel service which involves an even wider range of religions; and finally, a more flexible sports uniform, unrestricted by gender, ensuring all students feel comfortable in what they are wearing.

The Environmental Committee has made great progress this year, helped by the support of the Eco Schools activity that runs on a Monday. We have planted 30 saplings on Stud Field, which is just the beginning. For Veganuary, with the help of a parent who is a vegan chef, we produced videos to promote vegan cooking. Our next project is within a PSHE session which will be focused on promoting sustainable and plastic-free



period products for girls within our school. We have attempted to enact positive change in Bede's environmental impact that reflects changes within wider society, and we hope that with the next committee Bede's will be able to build on this even further.

It wouldn't be an exaggeration to say that we have all faced a year of hardship, yet we kept going. A sudden transition to tech-only must have been like music to some ears, and screaming to others... It had its ups and downs ranging from a longer lie in, to filling out learning logs. Nevertheless, as a community, we managed to navigate through these difficulties, coming out on top. Now we are back at school, masks on, and ready to tackle each day as it comes.

What we are most proud of is everything our School Prefect team has accomplished this year. In spite of the pandemic, we have run multiple charity fundraising events such as the Sponsored Sleepout and our ongoing non-profit tuck shop. Each committee has progressed to make positive change around the School, and everyone has stayed diligent when creating and carrying out their goals, and it has not gone unnoticed. Although it's been more of a struggle to make our presence known over Google Meet, we have made an impact with our actions and left our own digital footprint (feel free to cringe at that pun). We hope that students have learnt something of value from us and that we have made your year somewhat better. Thank you to everyone for your work, and especially the 2020/2021 School Prefects – you've left some big boots to fill.

ROUND THE HOUSES



It has been another strange yet brilliant term for the boys of **Camberlot** - despite the vast physical distances and the obvious challenges we have all faced during lockdown, the moments of community and togetherness have rung out as real highlights for many. A particular thank you to everyone involved in the house competition - an incredible 2,068 kilometres were covered by students and their families in Camberlot which helped us retain our title having stayed on the shoulder of first placed Charleston right up until the final day. It wasn't all sports competitions in lockdown, though - a hotly contested Chess tournament saw Joseph Connolly beaten to the title by grand master Mr Richards; creativity flowed in the photography competition which was eventually won by Eddie Rowley but faced some impressive rivals in Harrison, Max and Will who each had unique takes on the theme.

Since the boys' return, there have been plenty of in house activities, and a well-received cancelled prep on the 8 March meant the boys were able to properly catch up and settle back in to being in one another's company. They have been carefully supported by the new set of L6th Prefects, who have stepped up to the plate early whilst some of our U6th leaders remain learning online.

Fergus McKeefry
Camberlot Housemaster

In **Stud** House this term it was a case of boarding - but not as we know it! There

was a time, in the long distant months of January and February when roll call in Stud took 4 seconds and serving in-house lunch was completed in 4 minutes. This was the time of "The Stud House 4" (and later, "The Crossways 1"). Alex Lin, David Siu, Nathan Ho, and Dennis Lu were our boarders in Stud and they were accessing online lessons in the common room. They were here as they could not get back to their home country due to the restrictions on travel due to COVID-19. We tried to keep all of the aspects of the school going as normally as possible, which was challenging as the rest of the school wasn't open so this resulted in us doing a few Joe Wicks workouts, lots of dog walks, going to the playground in the village park, baking, playing pool and table tennis and watching movies. We were joined in the last week before half term by Kristy Lo who had the run of Crossways.

As I sit here supervising prep with my First Year students (who outnumber the Stud House 4 by two to one) I cannot help thinking that a boarding house should be busy, bustling, and lively. The Stud House 4 were perfect house guests and were no trouble at all, but I prefer a house with a lot more people in!

Peter Jones
Stud Housemaster

Back in February, **Dorter** House held their online charity week raising £1,622 for The Royal Marsden Cancer Charity, more than doubling the target we had set ourselves. There was a forfeit against every £50 raised; challenges included an ice bucket challenge for the Prefects, pink or purple hair for sixth formers, kitchen cupboard content face masks, tutors teaching in their pyjamas for the day, and our matrons running 8k between them. The final challenge involved the whole Dorter community turning themselves purple for the day! We are proud of everyone involved and would like to express our thanks to everybody who kindly donated to the JustGiving page.

Following the return to school the girls celebrated having many of their Dorter family

back together. Whilst everyone missed those of our international boarders still only with us online, it was great to have so many of the girls back in person. We are all very excited to welcome remaining international boarders back after Easter.

Suzanne Lewis
Dorter Housemistress

In **Crossways** House the girls engaged with a series of virtual events have kept the links between our community strong - and maybe even made it stronger! The different tutor groups have given the most amazing talks on each of our house values, led by tutors and presented brilliantly by the girls. Mrs Cull and her girls, talked about friendship which made everyone very nostalgic for socialising. Who could forget Mrs Nikiteas' presentation on love, which included a wonderful video of the girls showing what love meant to them? Ms Lopez's tutor group talked about Trust - something which is more important to us than ever.



The "Formal/informal" dinner back in February put a big smile on everyone's faces. The girls dressed as celebs, lads on tour or what they dreamt of becoming when they were young. The girls and tutors looked amazing, we also had fun with the Kahoots, discovering random facts about the girls and tutors. We have welcomed a new group of Crossways Prefects and are excited about working with them throughout the year.

Eli Lopez
Deputy Crossways Housemistress

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During the month of February the boys of **Dorms** House embarked on a journey of running, cycling or walking for The Hummingbird Project, a charity which helps protect refugees from war torn countries. The boys set their own distances in order to raise money for this wonderful cause. At the start of the month each pupil set out to complete a run, walk or cycle, to contribute to the total distance covered. The collective efforts by everyone and a lot of fun as well!

Reu Hickman
Dorms Housemaster

Well, it hasn't been the term many of us would have wanted, but it certainly hasn't dampened the spirit within **Knights** House. During the period of remote learning, the boys got fully involved in the House Competitions with great gusto and energy. We achieved a healthy mid-table place in the Kilometre Challenge (particular mentions must go to Charlie Bennett, Mathias Pavlides and Will Gibb for their epic contributions) and a 3rd place position in the Chow Mein cooking challenge. Both Paddy White and Matt Summers clearly demonstrated their culinary prowess for us. Our brilliant First Year tutor groups took charge and ran virtual House assemblies; we have had lively online debates in PSHE and the Prefect Team, as ever, have supported the House and represented Knights impeccably online. Despite not being physically together during most of the term, the connections and bonds between the boys has been stronger than ever.

It has of course, been wonderful to have the energy and chatter back in the House now. And although it's been great to see the boys'

faces and see them taking advantage of so many outdoor sports again, we perhaps haven't missed the mud after activities! Our preparations are currently mounting for the House Music competition as Team Crossights, in partnership with Crossways House. The footage has been entertaining, creative and overall very impressive. Congratulations to Basie Sturdee and Sam French for submitting superb auditions in the Solo competition too. Our editing expert, Alfie Kennedy has done a sterling job for the House putting together the lip sync contributions. We can't wait to see the final production (although perhaps not my own TikTok dance!)

Andrew Waterhouse
Knights Housemaster

In January, it was not an easy start to term for **Charleston** House, but the girls' kindness, sense of community and amazing effort continued online. Thanks to all our girls and their families, we completed an amazing 1,975km by walking, running and cycling and earned Charleston a second place in the interhouse competition. Thanks to Daisy Kempston for inspiring us to think about others during the winter lockdown. Daisy and her friend Ava swam in the freezing sea for 21 miles, the equivalent of the English Channel, raising more than £2,000 for The Wave Project, a charity which helps young people with mental health issues through surf therapy. During the weeks of remote learning, one of the hardest things was not seeing each other face to face in the house, to chat, spend time together and support each other. So, we want to thank our Charleston Prefects Sofia Manji, Ella Gordon and Freya Palmer for organising

a beautiful house cooking event in February to celebrate the Chinese New Year. And thanks to all your incredible efforts, we got second place again in the inter-house cooking comp!

It was great to welcome all our girls back in Charleston. We are currently working on our lip-sync song for the House Music Competition. Thanks to Lucia Oxenden Rodriguez and to Jess Frisby for running the extra mile to choreograph our song.

Taf Mpandawana
Charleston Housemaster

Dicker House has had a fantastic few months, coming together as a community remotely, during the lockdown period. The Dicker Housemaster and the tutor team are so proud of the way that the boys have responded to the challenges they have faced; with determination and a real community spirit, and always with a smile of their faces.

The House has been brilliantly led, albeit mostly remotely, by Will Gwynne, who has made some inspirational speeches in our remote House meetings and led by example at all times. Will has rallied the boys to get involved in a number of house events, and the boys have not disappointed in their participation: in the distance challenge House competition, the boys came third with an outstanding distance of 1,580km. In the difficulties of lockdown, we saw the benefits of getting out and logging our km, so we asked ourselves. 'Why stop logging our activity just because there isn't a house competition anymore?' So, we carried on! Week after week we got out as a House and logged our cycling, walking and running distances until our 8 March return to school. 4,500km later (!), which is the equivalent of travelling from Upper Dicker to Syria, we returned to school – proud of the combined effort we had all made. It was a tremendous effort by all the boys (and some of our energetic parents also!).

Having felt the benefits of getting up and 'giving it a go', the boys then produced another amazing effort in the recent Lip Sync Challenge competition. Will Gwynne urged the boys to show the same kind of engagement that they had shown in their

ROUND THE HOUSES (CONTINUED)



distance challenge and almost every one of our Dicker boys submitted a brave entry to a lip sync to 'Blinding Lights' by The Weeknd; sunglasses were donned, with an obligatory wooden spoon as a microphone! It would have been much easier, and less embarrassing, to have not done it, but the boys stepped up again. So well done to the boys of Dicker! We truly feel like a community who is in it together and supporting each other, and judging from our latest efforts we are not just talking the talk; we are walking the walk, running the run and cycling the cycle!

Cheg Abraham
Dicker Housemaster

The **Deis** House boys have been excellent at adapting to challenges again this term. In our Assemblies, we spoke about how to stay healthy during lockdown, managing screen time, having a routine, healthy sleep patterns, the importance of a balanced diet, keeping connected with friends and engaging in different hobbies. We also explored themes such making mistakes, responsibility, trust and forgiveness.

Our current Prefect Team, led by Freddie Mutter and Monty Hadow, worked with energy and dynamism to bring entertainment to the House by organising a Kahoot Quiz for the whole house to take part in with questions on the Olympics, films, music, geography and football. Aspiring Prefects also set

up a virtual common room for students to socialise as they would have done in the common rooms in Deis.

Pupils took part in many House Competitions this term such as "how far can your house travel" and at the time of writing, Jack White is editing all the video entries for the Virtual House Music competition.

Tommy Paynter and Zac Smallpeice (or should I say to Andy Virus and Mal Function) should be commended for their superb contributions to the internet safety presentation in a Whole School Assembly.

Lionel Pianet
Deis Housemaster

It is easy to assume that since the start of term, and lockdown 3.0, we haven't been achieving much. However, this is not the case with **Bloomsbury** pupils, who have shown their strong resilience and which has seen them continue to achieve and thrive during this time.

We are thrilled that the majority of our U6 have received offers for their University courses of choice. Their success sees them looking forward to their next exciting step. Daisy Noton deserves a special mention for being awarded scholarships to all the major conservatoires in London, and is taking up a place at the Royal Academy of Music.

Across other years Bloomsbury have been achieving excellent effort and attainment grades and receiving wonderful reports this term and this has been highlighted by some amazing Distinctions, Commendations, Merits and Being Bede's Best awards. Bloomsbury pupils have also been involved in many co-curricular activities. Elsa was the first contributor to the Chow Mein cooking completion, to celebrate Chinese New Year, and Bloomsbury went on to win this House Competition. Amelia won the Royal Society of Chemistry, Top of the Bench competition. Amber took part in the school's video about keeping safe online, and Sophia, Thea and Daisy contributed to the virtual Friday Night is Music Night performance. Thea has also been spending time writing a play, entitled Girls, which will be performed at Bede's in the Summer Term.



Bloomsbury has been partnered with Dorms for House Music, aka Blorms. The pupils and staff in both houses have contributed to a lip sync video which will be submitted for judging before Easter! Abbie, Ella and Annabel worked hard to find a song and write the lip sync arrangement. Annabel Bastide deserves a special mention for putting all the individual lip sync videos together to make the Blorms contribution. Rosie Maitland-Shadwell won the hotly contested auditions for the solo performance. Recognition goes to Thea, Scarlett and Iris for their wonderful auditions, we were spoilt for choice! Many thanks also to Elia for expertly filming Rosie's final solo performance.

Liz Devereux
Bloomsbury Housemistress

SPORT

There is no doubt that this term has been a challenging one, with Lockdown 3.0 taking its toll mentally and physically. Most of us have found it difficult to keep active during January and February; thanks to the cold weather, dark evenings and lower national mood, there has been far less inspiration to go for a jog or take on a football kick-up challenge than this time last year. However, it is important that we do take the opportunities available to us to exercise, especially when it is more difficult mentally for us to do so. This is why I am so incredibly proud of and grateful to pupils, families and staff who have made a special effort to not only exercise for their own health and wellbeing, but to inspire others to do so as well.



This term's sessions have been very different to those in Lockdown 1, but just as valuable. Challenges and competitions have been sidelined for sessions focusing on the theory and technical side of exercise. In our live online workouts, for example, we have been tracking our heart rate changes and analysing when we are in the optimum training zone. We have been exploring best practice techniques and learning the different elements of a workout that lead to optimum levels of fitness. The idea has been to give pupils the tools they need to be able to exercise anywhere, whether they have access to a full gym suite or a small space of carpet.

Alongside keeping pupils in good shape physically, these sessions have had a genuinely positive impact on mental wellbeing. Alongside those all-important endorphins, the message that some aspects of lockdown can be positive has had a



big impact. Our pupils have learned to be grateful for the opportunity to exercise regardless of the amount of space they have available. Of course, our pupils (and coaches!) have missed playing sport -- seeing friends in person, honing their skills on the pitch and competing -- however it has been fantastic to see so many across all year groups make the most of what they have and staying active with such enthusiasm and humility. This passion for health has been shared within the community, with many pupils coaching and encouraging each other in and outside of sessions.

Alongside our live fitness sessions, we hosted bespoke weekly sport-specific training in Cricket, Football, Hockey and Tennis, allowing our young athletes to hone their skills and gameplay in a more specific setting. We have also been watching video analysis and match play to discuss tactics and theory. This has helped our teams to stay motivated, even without the element of competition, and will help us to come back stronger when fixtures are again allowed to take place. I would like to say a massive thank you to all the staff involved in running the sports programme throughout lockdown; they have come up with some innovative ideas in how to keep the pupils motivated,



and I am very grateful to them all for their hard work.

It was incredibly exciting to welcome pupils back to school in March. Whilst we have provided programmes for pupils learning remotely, it is a joy to see those physically back at school once again being able to train with teammates in a covid safe environment. Our main focus for the first few weeks is on getting everyone moving again and enjoying sport and fitness to the full. Just spending time with one another, training outside and staying active are being celebrated.

Looking ahead, we are running an adaptive programme in which we will offer winter sports in the Summer Term to allow pupils to participate in those sports that they haven't had the chance to during lockdown. Our varied sporting programme works to our advantage in allowing us to be able to run lots of different sporting activities at the same time, and many of our pupils have expressed interest in and gratitude for the opportunity to give lots of different sports a try.



Thank you to all pupils, staff and families for your support of the sports programme this term. We look forward to seeing you for more fun (and hopefully fixtures) in the summer!

David Byrne
Director of Sport

CRICKET

BEDE'S GIRLS SELECTED FOR THE HUNDRED

We are delighted to announce that Bede's pupils Alice Capsey (Lower Sixth) and Freya Kemp (Upper Fifth) have been selected to compete in The Hundred 2021 competition which launches this summer.

In the inaugural season of the new 100 ball competition Freya will be competing for the Southern Brave side, alongside England international player Anya Shrubsole and Alice Capsey will take her place in the Oval Invincibles side. On the men's side Bede's alumnus and Sussex CC player, Delray Rawlins will also be competing for the Southern Braves. The first match, in which Alice's side the Oval Invincibles take on the Manchester Originals, will be live on BBC TV on 21 July and the finals will take place on Saturday 21 August.

Commenting on her selection, Alice Capsey

said, "I'm really excited to be a part of the first year of The Hundred playing alongside world class players and raising the profile of the women's professional game. It's going to be a great opportunity for me to learn and develop my game being in an environment with senior international players."

Freya Kemp added, "I am really looking forward to the experiences that lie ahead. It's a great opportunity and I can't wait for the summer."

Bede's Director of Cricket, Alan Wells said of the news, "We are absolutely thrilled that both Alice and Freya have been selected for the inaugural 100 Ball tournament.

This competition will be full of world class cricketers from around the world and for two Bede's girls to be part of it whilst still at



school, is credit to their talent, dedication and hard work. With Delray Rawlins being selected for the men's 100 Ball, this adds a third Bede's cricketer to this brand new tournament and we at Bede's are absolutely delighted for them all and wish them the very best of luck".

SARAH TAYLOR JOINS SUSSEX CCC AS COACH

Many congratulations to Sarah Taylor, our Sports Development and Life Skills Coach, for her new coaching role at Sussex County Cricket Club.

Sarah will balance her role at Bede's with her new coaching role at Sussex CCC where she will focus on working with the club's wicketkeepers.

Sarah said, "I'm really pleased about working with the club's wicketkeepers. From Ben Brown and Phil Salt in the professional squad and down through the pathway, we have a really talented group of keepers at Sussex who I am looking forward to working with immensely. I want to share my experience and expertise to help them get the most out of their game. I'm a big believer in keeping things simple and perfecting the basics so that players can enjoy and express themselves with the gloves."

Commenting on the addition of Sarah and Ash to the coaching team, Ian Salisbury, Sussex's joint men's head coach, said, "As

with everything we do, the decision to add Sarah and Ash to our coaching staff is based on our strategic aim to produce homegrown or 'Sussex-fied' players who will ensure the club is competing in all formats and providing as many players for England as possible in the future."



Speaking to the Mail Online, Sarah commented, "I've been really, really lucky to have been given the chance. But I won't be the last to do it — hopefully this can open doors that were shut before."

ROB KEY DELIVERS ONLINE TALK

It was a real honour and pleasure to have Sky Sports Commentator and former Kent and England cricketer Rob Key join our Lower Sixth Cricket Academy during lockdown to chat all things cricket.



Rob gave our young cricketers a wonderful insight into what it's like being in the TV studios commentating on an England international and also what it's like to play in an Ashes series.

Rob played in 15 Test matches for England and gave our young cricketers some wonderful tips about building confidence, fitness and working hard.

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FOOTBALL

Whilst action on the field of play has been limited by lockdown, some of our footballers have been celebrating exciting news about university places and club signings.

In February Jake Baker from Deis House, secured a scholarship at Trinity University, San Antonio, Texas. Jake said of the news, "I'm really proud and excited. I've been dreaming of this for about four years now and I've had to work really hard for it. You have to put together loads of videos of your matches and keep in constant contact with the coaches. I was able to include our unbeaten run in the Hudl League as well as my matches representing the National ISFA team. At one point I was emailing regular updates and videos to over 20 universities that had shown an interest in me. It was my responsibility to keep in contact with all the coaches; a lot of the time you don't hear anything back, so you just have to stay focused and determined with it."



When we posted Jake's news earlier in the term on social media, charting his journey from the Bede's 2nd XI through to becoming the first team captain and ultimately in receiving this prestigious offer, the Bede's community was quick to respond with their warm congratulations on what was clearly felt to be a very well earned place.

More recently, Oskar Lockyer from Dicker House has also received the good news that he will be joining Jake in the US, having been offered a place at Quincy University, Illinois where he will be studying for an exercise

science degree and enjoying the opportunity to play football every day. Oskar was required to put together a highlights reel, which featured among other achievements, being part of the Bede's side which won the Hudl league last year as well as his selection for the ISFA national team.



Oskar said, "I most looking forward to experiencing life in a different country and meeting new people but obviously the full-time football programme is very appealing too and will, I hope, help me fulfil my ambition of becoming a professional footballer as well as completing a degree. I really want to thank Mr Caryer for being an incredible coach and help me improve. Also thanks to Mr Davies and Mr Harding for supporting me on and off the pitch. Mr Morriss has helped me recover from injuries and stay fit and Mr Cheshire has supported me with all applications. Finally, thanks to my team mates and friends."

Commenting on the news, Bede's Director of Football, David Caryer said, "Oksar joined us in the Sixth Form as a football scholar. Oskar was already performing at a very high (Sussex County U16's) level but in the two years his game has progressed even further, and in terms of distribution he is one of the best goalkeepers I have worked with. Oskar was a key part of our HUDL league success helping us keep five clean sheets in the last five games and Quincy University has got themselves an outstanding keeper and very likeable young man. We wish Oskar all the best and will be keeping a close eye on his progress in the years to come."

And finally Tom Howard celebrated his senior men's debut for Eastbourne Borough, when he came on for them as a sub against the QPR development side. Tom also played in their match again AFC Wimbledon's U23 side. Tom said, "I joined Eastbourne Borough about four months ago when school matches were coming to a halt. It has been great playing with the U18s, and I was lucky enough to start training with the first team during lockdown. After two sessions I managed to make the squad for a friendly against QPR. It was a great experience to make my debut and get some minutes with a men's national league side. I have since made three more appearances and hope to make more in the future. Whilst at Bede's I hope to make the most all the amazing facilities and coaching staff available, looking to develop as much as possible before I move onto university. I am looking forward to carrying on playing football after Bede's, at university and aiming to play at the highest level I can. Thank you to Mr Caryer who has massively improved my game over the senior years at Bede's and to Danny Bloor for giving me the opportunity with the Eastbourne Borough first team."



Mr Caryer said, "A fantastic achievement from Tom which is testament to the hard work he has put in over the last 5 years. Tom has showed great perseverance and dedication to football, working well in the team and individually on the areas he needed to improve. To gain this opportunity and experience of playing in senior men's semi-professional elite football will no doubt help his development and he progresses beyond Bede's."

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Olive O'Rourke, Upper Sixth