



# Hazelwick School Newsletter

July 2021

## Dates for your Diary:

Tues 10th Aug:  
A-level Results Day

Thurs 12th Aug:  
GCSE Results Day

Fri 13th Aug:  
Year 11 Post-results advice  
day

Fri 3rd Sept:  
Year 12 Enrolment

Mon 6th Sept:  
Year 7 Induction Day

Tue 7th Sept:  
Start of term - Week 1

Tues 14th Sept:  
Primary School Open  
Evening - school closed from  
12.25pm

Wed 15th Sept:  
Year 11 Parents'/Carers'  
Information Evening

Thu 16th Sept:  
Year 7 Introductory Meeting  
for Parents/Carers

Wed 22nd Sept:  
Year 12 Parents'/Carers'  
Information Evening

Mon 28th Sept:  
Sixth Form Group Photos

## Headlines

Ms A Fearon, Headteacher

Welcome to the final newsletter of the academic year which, once again, is full of information about the wide range of activities in which our school community engages. In spite of the extra ordinary year we have experienced, we have still been able to offer our students amazing opportunities. I am immensely proud of the enthusiasm and resilience of our students, their high



standards of behaviour and their positive attitude. As Ofsted commented, **“Hazelwick School is a warm and welcoming place to be, there is a clear sense of teamwork and community spirit. The school’s inclusive ethos and shared core values nurture excellent working relationships between staff and pupils.”**

This is the time of year when we traditionally hold our Annual Achievement Awards Evenings, when parents, carers, staff and students come together to celebrate the many successes of those who have truly embodied the spirit of Hazelwick, reflected in our motto “effort achieves”.

We did not want the school year to end without recognising and congratulating the students who, under normal circumstances, would be presented with certificates in front of friends and family. Staff were asked to identify those who have shown consistently throughout the year that they have improved on their previous best to make excellent progress, resulting in outstanding achievement in a particular area of school. I am delighted that we have still been able to award these certificates, either in form time or in virtual assemblies.

We say goodbye to a number of teaching staff at the end of this term: Mr Byrne (Maths), Miss Chalaye (Drama), Mr Clark (Design Technology), Mrs Collins (History), Miss Deacon (SSC), Mr Gogarty (English), Mr Hulks (Science), Mrs Menniss (P.E.), Mrs Parker (English), Mrs Walker (Learning Support) and Mr Scott (Cover Supervisor).

We extend our warmest thanks to all for their service to our school and wish them all the best for the future.

I take this opportunity to send my very best wishes to all our students who are moving on to new challenges in the future and hope that every member of our community has a very enjoyable summer break.

All good wishes





# News, Events & Activities...

## The Oxford University St. John's Year 12 Inspire Programme

Well done to Ebrahim Jadama in Year 12 who applied and was selected to take part in the prestigious Oxford University St. John's Year 12 Inspire Programme this year.

The Year 12 programme is open to students at non-selective state schools and sixth-form colleges in the South East. Students who are selected to take part in the scheme are able to take part in a series of online twilight sessions throughout the year. Sessions include a combination of academic taster talks by scholars from Oxford or other leading universities, and expert guidance on skills development and how to make an effective and competitive application to university. Students can apply to be part of either the Arts & Humanities strand or the Science & Maths (STEM) strand of the programme.

Ebrahim was not only selected for this scheme but has also been awarded two prizes for his outstanding contributions to the programme. This is a great achievement and Ebrahim is to be congratulated on his success.

Ms S Gratton



## Year 13 Leavers

On the 23<sup>rd</sup> June it was a privilege to share some food and sport with our Year 13 leavers. A large number of students returned to the school to see friends and staff, to return books and to risk their reputations by taking on the staff in table tennis, rounders and football. There was a great atmosphere and despite the terrible weather of the previous week, the sun came out to greet us. It was great to see the students again and to share one final memory with them. We wish them all the best in the future with whatever they do. We know they will do us proud and look forward to hearing all about it.

Mr Whitley





# Year 11 Leavers' Celebrations...





# Year 11 Leavers' Celebration Continued..



The end of an era! Year 11 students were welcomed to a 'Hollywood' themed leavers' celebration as a reward for all of their hard work and efforts during their time at Hazelwick. Our year group certainly did dress to impress for an afternoon of fun, friends and fantastic awards! What a great way to end the year.

**Mr Salmon, Mrs Thomassen & Mrs Dennett**



# News, Events & Activities from the P.E. Department...

In March the 39 students who had been training to be part of the PE Leadership Academy completed their final assessment. In this assessment the Leaders had to plan a safe and progressive 20 minute P.E. session and then lead a small group of students through this plan.

All of the Leaders did brilliantly, and it was great to see the leaders excelling. There were lots of different sessions planned and the variety and originality was great to see. Following their successful Leadership assessment, the Leaders were invited to attend a celebratory breakfast. During this breakfast each student was presented with their Leadership booklet and Leadership Academy T-shirts by Mr Tasker.

The students are now officially part of the Hazelwick P.E. Leadership Academy. I look forward to seeing these Leaders working with our local Primary Schools in the upcoming Primary School competitions and workshops.

Well done to all of these fantastic P.E. Leaders.

Mrs Menniss



# News, Events & Activities from the P.E. Department Continued...

## P.E. Talented Athlete Programme (TAP)

On Friday 9<sup>th</sup> July, the Year 10 TAP students participated in a sports psychology and yoga workshop. These students had applied to become part of the programme in September and it was fantastic for them to be able to take part for the first time.

They all represent their sports, which include; football, basketball, karate, dance and hammer throwing at county level or above. The talented athlete programme is designed to support them in their various sports and this workshop was two-fold. Firstly, it explored the importance and role of sports psychology in their development as athletes. Secondly, the yoga allowed them to experience a practical activity that could support their training and that considered the connection between mind and movement. Well done to the students and we look forward to doing more in September.

Mrs McHugh





# News, Events & Activities from the MFL Department...



Students have been using @Languagenut in their German lessons. They have scored 5,081,100 points in the 30 days up to 1<sup>st</sup> July! This is a fantastic achievement and puts us 81<sup>st</sup> on the global leader-board.

Hazelwick School		
<a href="#">Recent Activity</a> <a href="#">Classes League</a> <a href="#">World Ranking</a> <a href="#">Achievements</a> <a href="#">Skills</a>		
World Ranking		Points
77	Broadoak School	5242500
78	Northstowe Secondary School	5169600
79	KBS het Atelier	5154300
80	Lady Eleanor Holles School	5116500
81	Hazelwick School	5081100
82	Plusgroep VGPNONN	4986300
83	St Anselm's Catholic School, Canterbury	4978900
84	Millburn Academy	4928701
85	Basisschool op Dreef	4863500

Remember, points only last 30 days!

Congratulations to these 5 students and members of these 5 teaching groups, who are the top 5 on the school leader-board. An extra special well done to 82/Gm1, 9A/Gm1 and 81/Gm1b who have both scored more than a million points in the 30 days up to 1<sup>st</sup> July!

Classes League			Students School Ranking		
1	82/Gm1 20/21	1798200	1	Daniel Van Hoven	203300
2	9A/Gm1 20/21	1418600	2	Arinee Seenan	101800
3	81/Gm1b 20/21	1144200	3	Robert Armstrong	95900
4	71/GmX 20/21	463200	4	Ella Mitchell	95100
5	72/GmX 20/21	93100	5	Naymal Mirza	90500

If you are learning German and need a reminder of your username and password, please speak to your German teacher.

Mr Cooper



# News, Events & Activities from the History Department...

History students across all year groups, have continued to complete some excellent work throughout the last few weeks of term. Year 7 have been studying the British Empire and the Industrial Revolution whilst Year 8 have finished studying the Holocaust and have moved onto looking at the fight for equal Civil Rights in the USA and Britain. Year 9 have been continuing with their American West studies whilst Year's 10 and 12 have recently completed their mock exams.

Some examples of the outstanding work recently completed, both in school and at home, are below. Also included below are some ideas for reading over the summer holidays for anyone taking, or looking to take GCSE History (the books that are specifically aimed at teenagers/young adults have a YA after the title).



### American West

- The Collected Works of Billy the Kid by Michael Ondaatje (1996)
- Blood Meridian by Cormac McCarthy (1985)
- Buffalo Calf Road Woman by R & J Agonito (2004)

### Civil Rights/Vietnam War

- The Help by Kathryn Stockett (2008)
- The Lies We Tell Ourselves by Robin Talley (2014) (YA)
- The Sympathizer by Viet Thanh Nguyen (2015)

### Crime & Punishment

- The Candle Man by Alex Scarrow (2013)
- Witch Child by Celia Rees (2000) (YA)
- Cowards, the True Story of the Men Who Refused to Fight by Marcus Sedgwick (2003) (YA)

### Elizabethan England

- Hamnet by Maggie O'Farrell (2020)
- The Other Queen by Philippa Gregory (2008)
- Dark Entry (Kit Marlowe series book 1) by M.J.Trow

Alice Fu - 7TRA

Faye Hood - 7 MOW & Olivia Beedell - 7MOW

Marcus Harvey - 7SRO

## Empire Times

Thursday 23<sup>rd</sup> January 1879

**What started the conflict?**  
The battle started in 1870, when the Zulu Kingdom had grown to be a great and powerful empire. The British demanded the rich Zulu territory in December 1878, and the Zulu king was given an ultimatum (which means a list of demands). The king wished to get rid of the Zulu army so that British settlers could relocate into a British-controlled area. The British invaded the Zululand in January 1879.



**What happened at the two battles?**  
The Battle of Rorke's Drift clashed with the Battle of Isandlwana. On the 13<sup>th</sup> of January 1879, 6,000 British troops from the Battle of Isandlwana marched into Zululand. Rorke's Drift (a trade post with a medical centre and warehouse) was defended by 140 soldiers from the Battle of Rorke's Drift. At 11am, 2,000 British troops sighted 20,000 Zulu warriors and engaged them in the Battle of Isandlwana. The Zulu army murdered 1,700 British troops. On the 23<sup>rd</sup> of January, the Battle of Rorke's Drift came to a halt at dawn.

**What happened at the end of the war?**  
On June 4<sup>th</sup> 1879, the Zulu war concluded. The Anglo-Zulu Struggle, often known as the Zulu war, was a decisive six-month war in Southern Africa in 1879 that ended with the British defeating the Zulus. Zululand was divided into 13 regions and firmly incorporated into the British Empire after the Zulu King was kidnapped and brought to London. The triumph at Rorke's Drift was the emphasis of the newspapers.

## British empire- India

By Faye Hood and Olivia Beedell

India was known as the 'jewel in the crown' in the British empire because of its riches. India was the most valuable to Britain.

Before 1500 India was NOT a country. It was divided into kingdoms. This was run by princes of monarchies.

In 1757 Robert Clive, the leader of the East India Army persuaded an Indian general, Mir Jafar to fight with him and overthrow the leader of Bengal.

England won the battle and took over Bengal.

When he returned to England Robert Clive was treated as a hero. In 1760 he was sent back to India to take over Bengal. From then on he took more and more control (1765) under British control.

In 1857 a rebellion occurred against British rule. It was led by Sepoy soldiers.

The East India Company started to have problems with money. The British government supported them and as a result from 1773 they jointly controlled land. Warren Hastings was made.

After the Indian rebellion in 1857, opposition to British rule grew in India and an opposition movement began.

## Come to Australia

The British Government require your assistance. We need you to move to a new civilisation we have named Australia. In return for moving to Australia, we will give you:  
Some Land  
Money to build farms and houses.  
The boat will be leaving in 1 week at 10 AM.



Kind Regards:  
The British Government.



# News, Events & Activities from the History Department Continued...

Year 8 work – Resistance to the Holocaust.

Students had to choose their own area of research, focusing on a group or individual who resisted (stood up to) the Nazi's during World War II.

Mrs Barton

Samirah Badurdeen - 8SSM

### ITALIAN PARTISANS

**What were Italian Partisans?**

Italian Partisans were members of the Italian Resistance Movement during World War II. They fought against the German and Italian Fascist forces that occupied Italy.

**Why did they resist?**

The Italian people were angry at the German occupation and the Italian Fascist government's collaboration with them. They wanted to restore democracy and freedom to Italy.

**How did they resist?**

They used various methods of resistance, including sabotage, guerrilla warfare, and the formation of partisan bands. They targeted military and administrative targets, as well as the civilian population.

**What was the outcome?**

The Italian Partisans played a significant role in the liberation of Italy from German occupation. They fought the Battle of Monte Cassino and the Battle of the Gothic Line, which led to the final defeat of the German forces in Italy.

Rhys Hawtin - 8EFA

### Anne Frank

Anne Frank was a young German Dutch girl of Jewish heritage. She was born on the 12<sup>th</sup> of June 1929.

**What made her resist the Nazi regime?**

The Nazis were attempting to put every Jewish citizen into a concentration camp or into a ghetto, where they would take them to a death camp. Anne and her family (who were Jewish) were trying to avoid both of these awful places, so they moved out of Germany when Adolf Hitler (the Nazi leader) became in control of Germany and moved to the Netherlands in attempt of not getting caught.

**How did she challenge the Nazi regime?**

There was not much Anne could do to challenge the Nazis directly, but she and her family defied them in their own way by trying to live a normal life as possible. Anne Frank spent 763 days in a secret annex, hiding from the Nazis (the secret annex was hidden behind a hinged bookcase). Dutch friends delivered them food and essential supplies. All the windows were blacked. They were being so secretive, that they didn't even flush the toilet in the day time. In the 763 days in hiding, Anne wrote a detailed diary of her experiences, feelings and emotions in hiding. She also expressed her hopes and dreams of the future in the diary.

**How was she caught?**

Anne and her family were caught on the 4<sup>th</sup> of August 1944, after a tip off to the Nazi. Anne and her family were taken to a concentration camp. She was separated from immediate death to the Auschwitz gas chambers and instead was sent to a concentration camp in Holland and then sent to Bergen-Belsen concentration camp, in Northern Germany.

**What happened to her?**

In February 1945, Anne died from Typhus at Bergen-Belsen and her body was chucked into a mass grave, a hole in the ground where all the dead prisoners were put.

GiGi Chen - 8EFA

### Holocaust - Emanuel Ringelblum

Emanuel Ringelblum was born on the 17<sup>th</sup> of November 1882 in the town of Minsk in the Russian Empire. He was a Polish Jewish historian, philosopher and writer. He was one of the few Jews who survived the Holocaust.

**What did he do?**

He was a major leader of the Żegota resistance in Warsaw. He was a member of the Polish Secret Police. He was a member of the Żegota resistance in Warsaw. He was a member of the Żegota resistance in Warsaw. He was a member of the Żegota resistance in Warsaw.

**Why did he resist?**

He was a member of the Żegota resistance in Warsaw. He was a member of the Żegota resistance in Warsaw. He was a member of the Żegota resistance in Warsaw.

Ellen Charman Lodge - 8SEV

### CHIUNE SUGIHARA

Chiune Sugihara was a Japanese diplomat who was stationed in Brno, Czechoslovakia for the Japanese Empire. He tried to rescue the lives of thousands of Jews during the Holocaust.

**How did he resist?**

He issued visas to thousands of Jews, despite the fact that the Japanese government had forbidden him from doing so. He was a member of the Japanese government. He was a member of the Japanese government. He was a member of the Japanese government.

**Why did he resist?**

He was a member of the Japanese government. He was a member of the Japanese government. He was a member of the Japanese government.

### Sophie and Hans Scholl and the White Rose Group

Sophie and Hans Scholl were members of the White Rose Group, a group of German students who resisted the Nazi regime.

**How did they resist?**

They produced and distributed leaflets that criticized the Nazi regime. They were arrested and executed. They were members of the White Rose Group. They were members of the White Rose Group. They were members of the White Rose Group.

**Why did they resist?**

They were members of the White Rose Group. They were members of the White Rose Group. They were members of the White Rose Group.

Freya Dodimead - 8EFA

### Irena Sendler

Irena Sendler was born on February 15, 1910 in Poland. She was a Polish nurse and resistance fighter who saved the lives of thousands of Jewish children during the Holocaust.

**How did she resist?**

She smuggled Jewish children out of the Warsaw Ghetto. She was arrested and imprisoned. She was a member of the Żegota resistance in Warsaw. She was a member of the Żegota resistance in Warsaw. She was a member of the Żegota resistance in Warsaw.

**Why did she resist?**

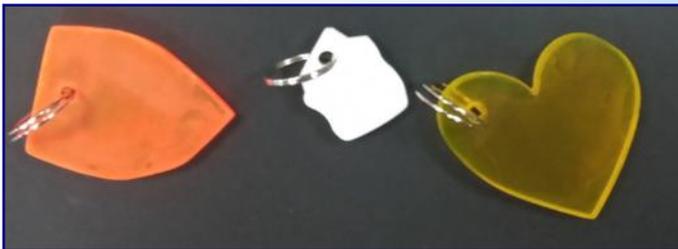
She was a member of the Żegota resistance in Warsaw. She was a member of the Żegota resistance in Warsaw. She was a member of the Żegota resistance in Warsaw.

Easha Limbachia - 8SBR



# News, Events & Activities from the Design Technology Department...

Year 9 students have been working on getting back into the workshop and using the tools again. They have been learning about different materials and their properties and focussing on finishing acrylic by hand.



Students have also been busy creating their own 'keyword flash cards' as part of their knowledge building.

**Mechanism**

- A **mechanism** modifies input forces and movement into a set of output forces and movement that the user desires.

**Aesthetics**

- aesthetics** is our perception or opinion of an object based on what we see, feel, hear, smell and even taste. Our opinion could be based on one or all of these senses.

**Primer**

- A substance to stop absorption of wood, metal to prepare a surface for paint

**Automation**

- The use or introduction of automatic equipment in a manufacturing process

**Teflon**

- A tough synthetic resin out of polymer to make stick coatings.

**Ferrous**

- Contains metal

**Mechanism**

- A system of parts

**Manufactured Board**

- Manufactured Boards** comprise a range of sheet materials produced by pressing and bonding together wood particles, fibers or veneers to achieve characteristics - and to provide a use for what would otherwise be discarded as waste.

**Manufactured Board**

- Manufactured Boards** comprise a range of sheet materials produced by pressing and bonding together wood particles, fibers or veneers to achieve characteristics - and to provide a use for what would otherwise be discarded as waste.

**Sustainability**

- To develop a sustainable future, you need to think about meeting today's needs and protecting the environment and resources for the future. To develop sustainably means: understanding how to meet the needs of the present without compromising the needs of future generations to meet their own needs.

**Forest Stewardship Council**

- FSC is an international, non-governmental organization dedicated to promoting responsible management of the world's forests. FSC has developed a system of forest certification and product labelling that enables people to identify responsibly sourced wood, paper and other forest products.

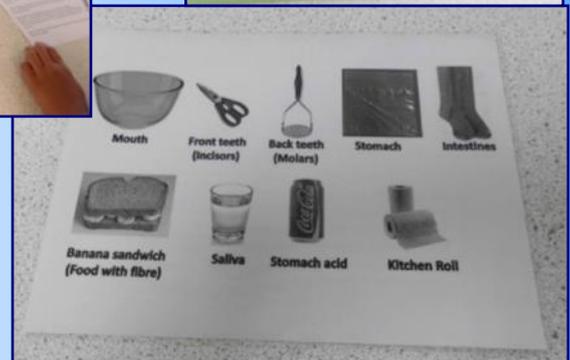
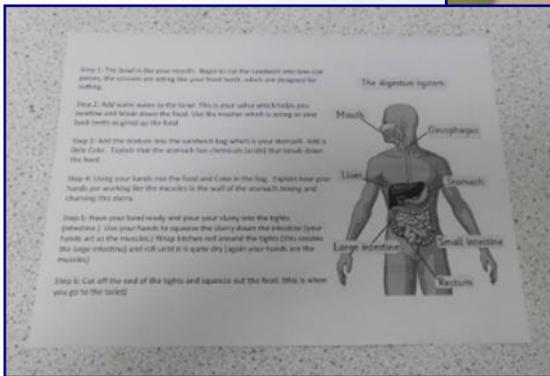
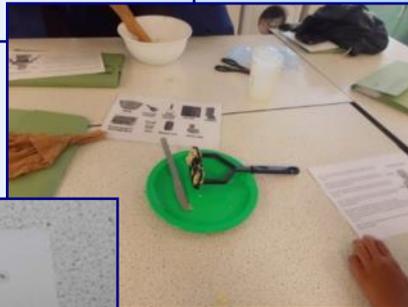
**Ferrous**

- Contains metal

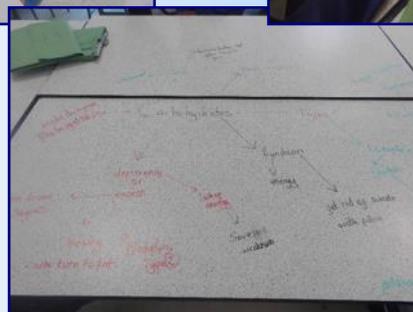
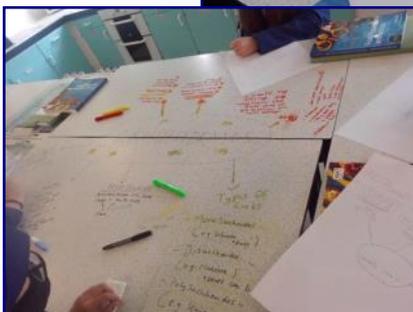


# News, Events & Activities from the Food Preparation & Nutrition Department...

Our Year 9 students have been learning about fibre and the effect it has on the body and carried out an experiment to mimic the stages of digestion.



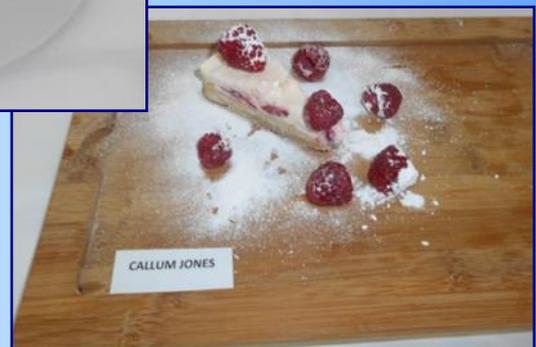
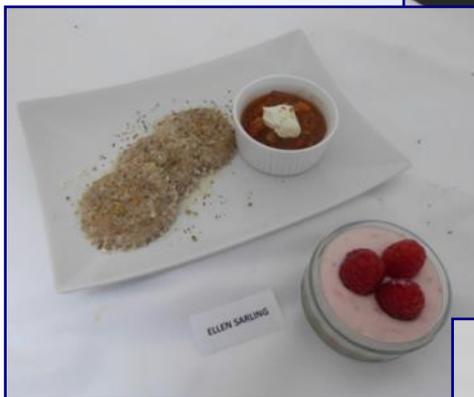
Our Year 9's have also been learning about carbohydrates and how that affects the body. They created some mind maps to demonstrate their understanding.





# News, Events & Activities from the Food Preparation & Nutrition Department Continued...

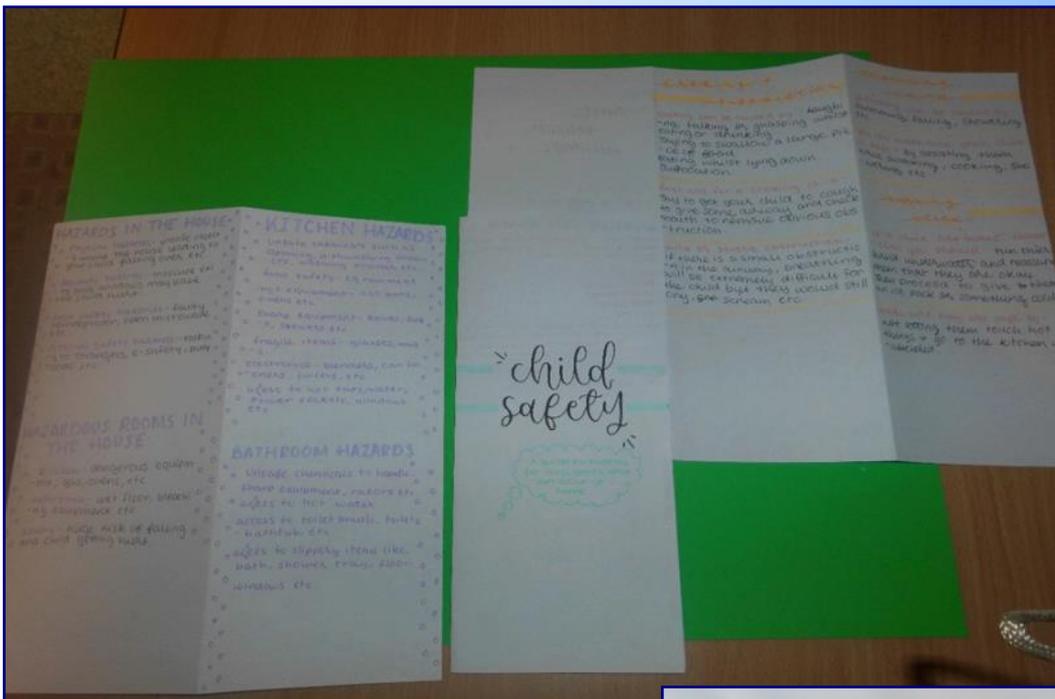
Our Year 10's have showcased their high practical skills during their recent NEA2 practical mock exam.





# News, Events & Activities from the Child Development Department ...

Our Year 9 class have been learning how to create a safe child friendly environment within the home setting.





# News, Events & Activities...

## Dine in Geography Discussion for July

The Geography department has created a regular feature for the newsletter - 'Dine in Geography discussion.' The aim is to create geographical discussion around the dinner table between students and parents/carers, based on significant and topical issues.

This month's discussion question is Politicians, the younger generation and climate change.



## Menu

### Appetizer

Watch the you tube clip (7 minutes) of Greta Thunberg speech for the Austrian World Summit 2021. <https://www.youtube.com/watch?v=m6eQwAi2UI8>

### Starter

What recent events have shown how climate is changing?

### Main

Is there a gap between the younger generation and politicians? Why?

### Side

Do you think there is a gap between politicians' actions and words? Why?

### Dessert

Should climate change be treated as an emergency?

If you're still hungry for more discussion – how can we enable the younger generation to become engaged in politics? How can we ensure that politicians represent the best interest of the majority of people in the long term?

Ms. Frampton & Mr Salmon



# House News...

As another school year draws to a close it's important to reflect on what has been a busy and exciting year for the House system at Hazelwick.

We started in September by introducing our new House names. Each house has been named after individuals who achieved amazing things in their lifetimes – Nicholas Winton, Olaudah Equiano, Elizabeth Fry, Sophia Duleep Singh, Mary Seacole and Alan Turing.

This year our students have again had to dig deep and be resilient – their perseverance has made this House year a huge success – with hundreds of thousands of House points awarded!

Here are some of the competitions held this year:





# House News Continued...

Our 2020/21 House winner is Seacole House!

## 2020-21 House Points Table

The overall winner is ...



**Seacole House  
101,670 points**



**2<sup>nd</sup> Place – Winton 98,846 points**



**3<sup>rd</sup> Place – Duleep Singh 86,450 points**



**4<sup>th</sup> Place – Equiano 86,640 points**



**5<sup>th</sup> Place – Fry 84,621 points**



**6<sup>th</sup> Place – Turing 77,034 points**

A massive congratulations to Miss Khan (Head of Seacole House) pictured below with the House Cup and Maaz Hassan 7STU (Spelling Bee winner) and Hanifah Khan 7SCO (Spelling Bee finalist) from Seacole House.



Thanks again to all the House leaders (Miss Hammans, Miss Khan, Ms Pearson, Miss Stokes, Ms Brown and Miss Davis) for all their hard work keeping competitions running throughout this year and a huge thank you to every student that took part in an event, earned an achievement point or participated in a Sports Day. You have made it a close competition and we look forward to seeing you all at more events next year!

Have a lovely (and well earned) summer break!

Miss Podsiadly (Senior Head of House)



# Careers Café...

In this section of the newsletter, we bring students, parents and carers information on careers and the world of work.

## Virtual Work Experience Placements

We were fortunate to have been able to secure virtual work experience placements for a group of Year 10 students. The organisations that took part were Fidelity International, NHS, Wates, Thakeham and Arcadis, offering a wide range for the students to choose from.

The events were held via GoogleClassroom. Each employer had a different programme, but typically each event included a variety of interactive sessions such as:

- Learning about the business and the career options available
- CV writing and application workshops
- Meeting apprentices/graduates
- Team building/problem solving tasks

These insight days have been a great success, showing students a variety of career paths available within the organisations. The feedback on the days was overwhelmingly positive and all students said they found it very useful for their future career choices.

“This has helped me expand my knowledge about other careers and has helped me have a deeper understanding of each aspect of different careers.” Trisha Sureshkumar.

“We were talking about ways of getting to the buildings, for example by bike, bus and walking. Also talking about ways to make the buildings more environmentally friendly.” Benjamin Eldergill.

We hope to be able to run more events like this in the future and expand the opportunity to include more students.





# Careers Café Continued...

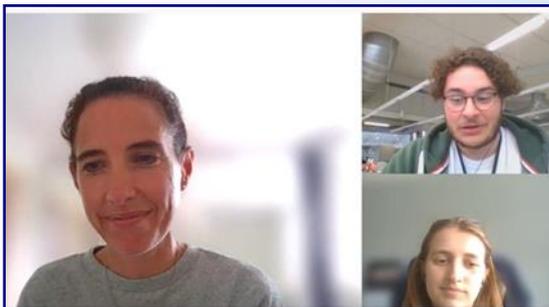
## Form Time Employer Encounters

In order to support students in planning for their futures, explore career opportunities and experience employer encounters, a programme of form time sessions were delivered for all Year 7 and Year 8 form groups in July. Year 7 had a focus on Engineering and Year 8 explored careers within the NHS. The format was as follows:

- Session 1 – Overview of a career area (Year 7 - Engineering, Year 8 – NHS). This was an introductory PowerPoint/video recording, which was made bespoke for our students.
- Session 2 – Video detailing a specific career within the area introduced the previous day, where a local person with this job presented. Each form was then asked to submit questions to ask the volunteer via email, with a prize for the best question.
- Session 3 – This was a video recording of a Microsoft Teams meeting where the questions submitted were answered by the volunteer.

The volunteers were Jen, a speech and language therapist and Matt and Jasmine who are both on the Engineering apprenticeship scheme with Thales.

Jen thought the best question was from group 8EFA; ‘How would you describe your daily job to your younger self.’ Well done 8EFA, your prize is on its way to you!





# Careers Café Continued...

## Monthly Key Skills Focus

Each month this year, we will focus on a different employability skill. These are the skills that you need for the world of work – and they are pretty important for life as well! By developing employability skills, you will improve your chances of getting a job and thriving in your career. There are lots of different ways to develop them – including in lessons or extracurricular activities at school, in a Saturday or holiday job, doing projects in your own time or work experience.

## This Month's Skill: Numeracy

The ability to understand and work with numbers is important in virtually any job. We use maths every day to understand facts and figures, make decisions, and solve problems.

You don't just use your numeracy skills in maths and science. Subjects like art and design and IT are all about solving problems and making plans based on the information you have at your disposal.

Do you have a part-time job in a shop? Or get pocket money? If the answers yes, you almost certainly use your numeracy skills to tot up the amounts, or put cash aside in your savings.

## Labour Market Information- Industry shortages

An interesting article in '[Thisismoney](#)' reports on three industries with hundreds of vacancies to fill across the UK and therefore, offering benefits and commanding good salaries to those who take up the professions. According to the article, the Road Hauliers Association have around 100,000 lorry job vacancies across the UK, meat processing factories, around 15,000 and of course, the hospitality industry which is desperate to recruit following a huge job loss during the pandemic.

The [BBC](#) highlights a report from KPMG which calls on the government to address skills gaps as the number of staff available to fill vacancies falls short of what is required. The hospitality sector, in particular, where, they say, the number of staff available to fill such jobs as chefs, waiting staff as well as roles in IT and computing fall short of what is required.

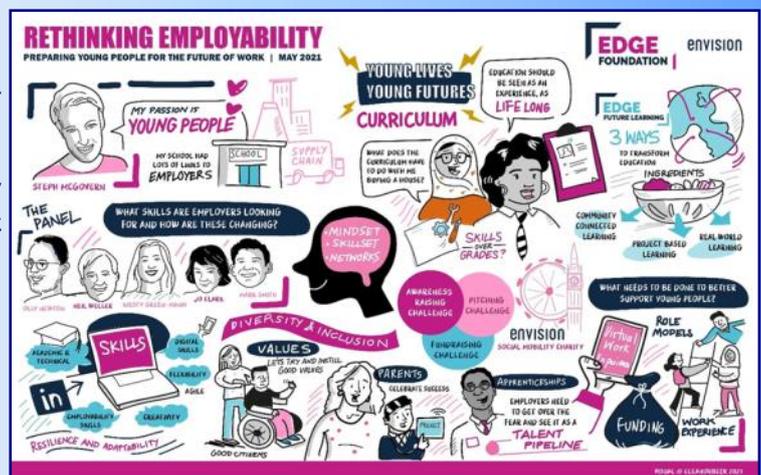
In addition, the [BBC](#) are also reporting a 'staff crisis' due to a hairdressing apprenticeship shortage. Only 7,000 people started an apprenticeship in hairdressing in 2019/20 - a 30% drop on 2018/19 which already saw a drop on the previous year. In 2016/17 15,450 people started a hairdressing or barbering apprenticeship so the numbers have now more than halved since this period according to the National Hair and Beauty Federation. An interesting report about employability and preparing young people for the future of work with some key messages on skills shortages in the workplace can be found [here](#).

## Interested in finding out about being a frontline worker?

You may like to watch 'Dom Digs In' - a BBC tv series where Dom Littlewood tries out different essential frontline UK careers.

<https://www.bbc.co.uk/programmes/m000v10v>

Mrs Andrews





# Read On!

## Reading Challenges

The summer holidays can be the perfect time for many readers to commit to a reading challenge as we often have more opportunity to read. This may be on a long car journey, as we relax by the pool or shelter in the tent as we pass the time during a rain shower! I thought I would share a couple of challenges with you as it is so important to keep up the reading habit during the summer weeks. I have also included some recommended reads for our students making the move from Teen Fiction.

## Summer Reading Challenge 2021

# WILD WORLD HEROES

The Summer Reading Challenge will take place this year, via public libraries and online. Please check the opening arrangements with your local library before you visit. The Challenge is organised by the Reading Agency and this year they have teamed up with the World Wide Fund for Nature. The natural world and the environment will be championed as part of the Challenge. In previous years, I know that some of our Year 7 and Year 8 students have enjoyed participating in the Challenge with younger siblings and enjoyed shared reading together. More information about the Challenge can be found by clicking on the link to the official website below:

<https://summerreadingchallenge.org.uk/>

## Hazelwick Reading Bingo Challenge

Recently I came across the School Library Association bingo reading challenge as this gave me the idea to create my own for Hazelwick students and their family members to try during the summer holidays. The idea behind the bingo card format is that it is less daunting to a reluctant reader than a long reading list and a bit of family competition can be a great way to encourage wider reading! I have included my template with the reading challenges I will be setting my family but please feel free to edit it. Rewards, as opposed to prizes, seem to be effective with my goddaughters and the rewards will include the control of the TV remote for an hour, selecting the film to watch on movie night and not having to empty the dishwasher! I am sure you can be more creative with your own rewards. I hope you enjoy playing!



## Read On Continued....

### Hazelwick Reading Bingo Challenge

Read a book set in a different country.	Read a book with a number in the title.	Read a magazine or a newspaper article.
Read a book that was turned into a film.	Re-read your favourite book.	Read your best friend's favourite book.
Read an Information book.		Read a book without reading the blurb first.
Read a book that has a human on the front cover.	Read a book set in the past or the future.	Read a book written in free verse.
Read a book in an unusual (but safe) location.	Read something together.	Read about your favourite author from their official website.

Award small rewards/prizes for the player who completes:

- the first line
- the four corners
- a full house or the player that gets closest to the full house at the end of the challenge period.



# Read On Continued....

## Moving On Challenge

During the holidays, many students will be taking their first steps in 'moving on' from the Junior/Teen Fiction section of the library into books for older teens and Adult Fiction titles. I thought I would share some of my recommendations as I know some parents/carers express concerns about the content of books aimed at older teenagers. This list could also form a reading challenge, how many can you read by the end of the holidays, the October half term or by Christmas?

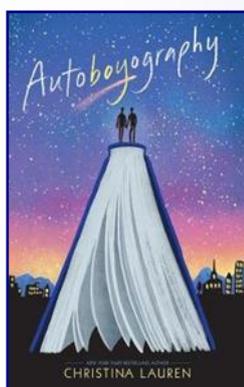
### Book 1



#### Ready Player One by Ernest Cline

This is my Adult Fiction recommendation for fans of the 'Hunger Games' and 'Divergent' series as it is a dystopian novel with a virtual reality gaming theme. Humans have destroyed the planet and the Earth has run out of oil which has resulted in widespread famine, poverty and disease. To escape the harsh realities of life, the central character Wade spends hours in a virtual reality world called OASIS. The founder of OASIS has promised to leave his vast fortune to the player that solves the riddles he has hidden in OASIS. Wade discovers the key to solving the first puzzle and finds himself pitting his wits against thousands of other players. A fast-paced adventure story that keeps you page-turning!

### Book 2



#### Autoboyography by Christina Lauren

My recommended read for romance genre fans is the touching love story between two boys from very different American backgrounds. Bisexual teen Tanner Scott must hide his bisexuality when his progressive family move from California to Utah. Tanner meets the Mormon prodigy Sebastian Brother in a writing class and falls in love. The novel's themes of self-identity, the need for acceptance and the imperfect ending lifts this from being 'just another romance'. Please note that the story does feature frank discussions about sex but this is not graphic and the main character has sex with two characters throughout the story. There is some frequent strong language and discussions about underage drinking.

### Book 3



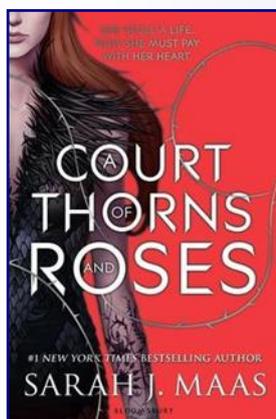
#### Five Feet Apart by Rachael Lippincott

Fans of the film may enjoy reading this novel as it has a different ending to the film. The interesting question asked by the novelist is can you love someone that you can never touch? This is another love story about two teenagers who fall in love, even though their cystic fibrosis means that they can never touch each other as they would risk infection. Central character Stella is on the lung transplant list and must protect herself from infection so needs to stay six feet apart from everybody. When Stella falls in love with Will, she starts to question what is more important, stopping her heart from breaking or staying safe? I think the novel works on another level when social distancing became the norm for readers. Please note that the title does contain some strong language.



# Read On Continued...

## Book 4

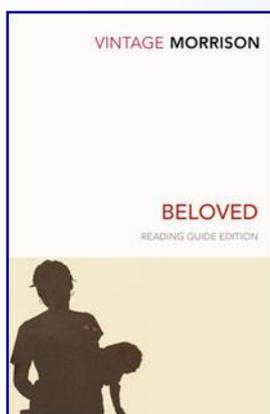


### A Court of Thorns & Roses by Sarah J. Maas

This is the first title of the five books that make up the 'Court of Thorns & Roses' fantasy series. Feyre is a young huntress who is imprisoned in a magical kingdom for accidentally killing a faerie. The story reminds me of 'Beauty and the Beast' as Feyre discovers that she has feelings for her guard, whose face is hidden by a bejewelled mask. She must escape her captor to break the ancient curse. There are elements of the 'Game of Thrones' series and the supernatural romance element echoes 'Buffy the Vampire Slayer' series. I have included the link to the 'Fantastic Fiction' page which lists the full series details.

<https://www.fantasticfiction.com/m/sarah-maas/court-of-thorns-and-roses/>

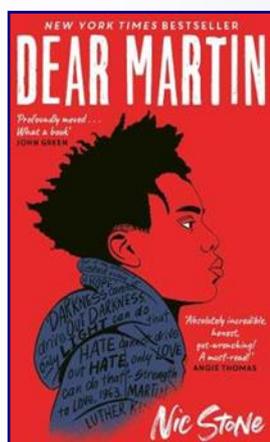
## Book 5



### Beloved by Toni Morrison

Morrison won the Pulitzer Prize for Fiction in 1988 for her Adult Fiction historical novel about slavery, set in America during the mid-19<sup>th</sup> century. As slavery comes under attack from the abolitionists, the life of slave Sethe is changed forever. I have included Morrison on this list as I believe she is the perfect introduction to the 'big themes' novel and her vivid dialogue brings her well-drawn characters to life. Please note that this story does contain some scenes that sensitive readers may find upsetting. Morrison was named as one the 'Thirty Most Powerful Women in America' by the Ladies' Home Journal.

## Book 6



### Dear Martin by Nic Stone

This title was written for older teens and gives a thought-provoking insight into American racial issues with a black honour student as the central character. Justyce decides to keep a journal of his writings to Martin Luther King Jr. after he is targeted in a racially-motivated arrest. 'Dear Martin' is the female author's debut novel and is based upon the shootings of unarmed African-Americans. Stone handles this topical issue with great skill and avoids stereotyping her characters. I think the novel could also be used as an introduction to the work of Martin Luther King Jr. Some strong language is used as are racial slurs but this is in context with the story and never used for the 'shock value'.



# Read On Continued....



## Classic Reads

Some students (and some adults) are reluctant to dip their toes into reading classic fiction so I usually start with the shorter novels to build reading confidence. Focusing upon the genre/themes seems to be effective in helping students decide which classics to try. I believe that books become classics because they have themes that continue to resonate with modern readers. This is my list of recommended titles:

- Pride and Prejudice by Jane Austen
- Jane Eyre by Charlotte Bronte
- The 39 Steps by John Buchan
- Oliver Twist by Charles Dickens
- The Hound of the Baskervilles by Arthur Conan Doyle
- The Three Musketeers by Alexandre Dumas
- A Room with a View by E. M. Forster
- Brighton Rock by Graham Greene
- A Brave New World by Aldous Huxley
- Jungle Book by Rudyard Kipling
- White Fang by Jack London
- Nineteen Eighty-Four by George Orwell
- The Catcher in the Rye by J. D. Salinger
- Treasure Island by Robert Louis Stevenson
- Dracula by Bram Stoker
- The War of the Worlds by H. G. Wells
- The Picture of Dorian Gray by Oscar Wilde
- Day of the Triffids by John Wyndham

If you would like some further classic reads, please check out the recommendations from Penguin book readers that made the Penguin top one hundred classics list:

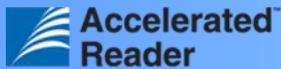
<https://www.penguin.co.uk/articles/2018/100-must-read-classic-books.html>

Have a lovely summer holiday and keep reading!

Mrs Thornton BA (Hons) MCLIP  
School Librarian



# Accelerated Reader...



RENAISSANCE  
Champion School



## Millionaire Readers

It has been an outstanding year for the millionaire readers club with a total of 44 students reaching a million words across Year 7 and 8.

There were a total of 10 Year 8 students and an amazing 34 Year 7 students this year, fantastic!

Well done to Dylan Payne (7MOW), Zara Saeed (7SRO) and Ryan Walsh (7STU) who all reached millionaire reader this month.



## Reading Raffle

Congratulations to the reading raffle winners for this term:

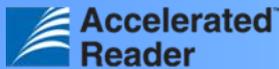
Joel Laffy-Evison (7TRA), JJ Kelly (7MOW), Melodi Arslan (8KHO) and Gigi Chen (8EFA).

Each of the lucky winners all received an Amazon voucher each.

Enjoy and well done!



# Accelerated Reader Continued...



RENAISSANCE  
Champion School



## Words Read Record Holder

Huge congratulations to Inika Singh-Mondal (8KSI) who has broken the school's individual words read record at 10,768,316 million words. This is amazing achievement and thoroughly deserved. Inika has been a prolific reader throughout Year 7 and 8, always approaching her reading with such enthusiasm, she thoroughly deserves to hold the school record – well done!



I would like to wish the students a wonderful summer break. It has been another very strange year and I want to thank the students for their perseverance with their reading despite all the disruption faced.

Students can continue to book quiz on books they have read on the Accelerated Reader site over the summer break; <https://ukhosted5.renlearn.co.uk/1978430>

Keep up with your reading over the summer and don't forget to take a look at Mrs Thornton's Read On page for inspiration and ideas for your summer reading. I look forward to welcoming our new Year 7 and Year 8 students in September!

If you would like any further information about the accelerated reader scheme, please feel free to e-mail me directly. [Egray@hazelwick.org.uk](mailto:Egray@hazelwick.org.uk)

Mrs E Gray  
Accelerated Reader Mentor

# Sports Day 2021...

It has been 2 years since we were last watching Hazelwick students run, jump and throw their way to glory in a sports day. Of course, it is not all about winning, we also get to see them challenge themselves and compete against others building resilience from the struggle rather than the success. With this in mind, it was always a worry that the scheduled sports day would once again be disrupted and opportunities would once again pass us by. Thankfully, that was not the case and we have managed to run a sports day for all four year groups. Thank you to the staff who helped make this possible, of which there are many.

Throughout the competition students also reminded us of their enthusiasm, positivity and energy for the day by participating with such great spirit. Well done to everyone!

Here are some photos and results from 2 spectacular days of competition.

## Year 7



Year 7		
Gold	Emily Hamshaw	George Frost
Silver	Zoe Case	Jayse Ly
	Sophie-Ella Prodger	
Bronze	Violet Mazanzi	Shrey Mathur
	Whitney Buwure	Lucas Noel



# Sports Day Continued...

**Year 8**



Year 8		
Gold	Alice Cox	Zain-E-Mohammad
Silver	Ava Gallup	Ashton Reynolds
Bronze	Maya Taylor	Callum Erskine
	Karolina Fedorowicz	

**Year 9**



Year 9		
Gold	Lola McNaughton	Ali Moghul
	Eden White	
Silver	Rebecca Lambert	Toby Jenkins
	Grace Lovell	
	Amreet Saraw	
Bronze	Mae Maoundus	Jack Duncan



# Sports Day Continued...

**Year 10**



Year 10		
Gold	Anastazia Cherry	Leon Noel
Silver	Julia Adolfsdottir	James Byrne
		Henry Carr
Bronze	Lizete Ence	Louis Grech

## Overall Tutor Group Competition

Overall Result				Boys result				Girls result			
Year 7	Year 8	Year 9	Year 10	Year 7	Year 8	Year 9	Year 10	Year 7	Year 8	Year 9	Year 10
7AVG	8CBY	9HPE	10HSP	7SRO	8CBY	9PME	10HSP	7AVG	8KSI	9RCL	10HSP
7STU	8MVN	9YBA	10JHU	7EJE	8SAN	9CST	10JHU	7STU	8MVN	9HPE	10RDO
7SRO	8KSI	9CST	10EKI	7STU	8POB	9YBA	10MST	7PRI	8SSM	9YBA	10EKI
7EJE	8SBR	9RCL	10RDO	7AVG	8SBR	9HPE	10TFR	7SRO	8SBR	9CST	10JHU
7PRI	8POB	9PME	10MST	7KBO	8EFA	9ZBA	10TCH	7JPL	8POB	9MCI	10UHA
7KBO	8SAN	9MCI	10UHA	7SLA	8MVN	9JST	10EKI	7EJE	8CBY	9ECO	10SOX
7JPL	8SSM	9JST	10TFR	7SCO	8KHO	9MCI	10RDO	7KBO	8EFA	9DLO	10JBR
7TRA	8EFA	9ZBA	10SOX	7PRI	8GGR	9YMO	10UHA	7TRA	8SAN	9JST	10MST
7SLA	8GGR	9YMO	10TCH	7JPL	8KSI	9DLO	10SOX	7MOW	8GGR	9YMO	10AHA
7MOW	8KHO	9DLO	10JBR	7TRA	8SEV	9RCL	10JBR	7SLA	8KHO	9ZBA	10TCH
7SCO	8SEV	9ECO	10AHA	7MOW	8SSM	9ECO	10AHA	7SCO	8SEV	9PME	10TFR



# Sports Day Continued...

## Winners from Each Event

Year 7		
100	Sophie-Ella Prodger	Zitelu Esiefiho
200	Emily Hamshaw	George Frost
300		
800	Caitlyn Pelissier	Jayse Ly
1500	Zoe Case	Yohan Mamodesen
Discus	Emily Hamshaw	Sonny Murphy
Shot putt	Daniela Glavan	George Frost
Javelin	Kiera Simmonds	Sinowethu Matsebula
High Jump	Imaan Khan	Jayse Ly
Long Jump	Inayah Hassan	Junior Quarcoo-Price
Triple Jump		
Speed Bounce	Abigail Dodd	Joseph Enock
Relay	7AVG	7AVG

Year 8		
100	Chovia Labor	Zak Pollock
200	Hadja Saoumah	Nilukshan Sasikumar
300	Ava Gallup	Callum Erskine
800	Freya Dodimead	Kryspin Olesiak
1500	Alice Cox	Samuel Davis
Discus	Karolina Fedorowicz	Jake Robins
Shot putt	Emmie Crockett	Joao Oliveira Cunha
Javelin	Amelia Downey	Zain Zain-E-Mohammad
High Jump	Layla Huggett	Thomas Lunn
Long Jump	Ava Gallup	Adnan Akiyas
Speed Bounce	Alice Cox	Ashton Reynolds
Relay	8KSI	8SSM



# Sports Day Continued...

## Winners from Each Event

Year 9		
100	Mae Maoundus	Louis Nicol-Wilson
200	Eden White	Abdal Khan
300	Chloe Lyons	Toby Jenkins
800	Amreet Saraw	Tomas Hollan-Ellidge
1500	Lola McNaughton	Samuel Sprostranov
Discus	Laura Sviridovaite	Jack Duncan
Shot putt	Grace Lovell	Taylor Seymour
Javelin	Rebecca Lambert	Ali Moghul
High Jump	Lola McNaughton	Liam Nietzer
Long Jump	Eden White	Ali Moghul
Triple Jump		Varun Nadarajah
Speed Bounce	Georgie McGlinchey	
Relay	9HPE	9PME

Year 10		
100	Keira Clemens	Leon Noel
200	Libby Mean	Henry Carr
300	Anastazia Cherry	Dylan Stevens
800	Zahra Gul	Julde Saoumah
1500	Julia Adolfsdottir	Fahad Sekandi
Discus	Salma Al-Moussaoui	Charlton Francis
Shot putt	Tajah Kwatia	Adhiyath Chowdhury
Javelin	Anastasia Panoschi	Alfie Hampton
High Jump	Ruth Selmour	Louis Grech
Long Jump	Brooke Kelly	Barclay Basson
Triple Jump	Lila Keary	Hayden Ells
Relay	10HSP	10JHU

# Spotlight on Safeguarding...

**For your information this month, via the Newsletter, we are raising awareness of the issue of period poverty and access to sanitary products.**

The issue of period poverty has been highlighted in the media over recent years due to the number of girls and women who have been unable to afford sanitary products. The raised profile of this issue has led to VAT being abolished on all sanitary products this year and more awareness of period poverty. In the UK, one in ten girls aged between 14 and 21 have been unable to afford sanitary products, according to a survey by Plan International UK. Some girls have even had to use tissue, a sock or the same menstrual item throughout their period. It is estimated about 137,000 girls in the UK miss school each year because of a lack of access to sanitary products. This problem is compounded by the fact that there is still a period taboo, which means some girls will not talk about menstruation, particularly at school. This taboo can then mean some girls feel ashamed, sometimes due to ridicule, and this stigma can lead to anxiety. A new report published by Always, the sanitary products company, has revealed that 2 in 5 girls have been shamed or teased because of having periods. Outside of school, there is also the issue that in some cultures periods are considered to a dirty phenomenon where the female is seen as unclean and should not touch anything. This negative perception is not only factually incorrect but it is more likely to lead to some girls not wanting to talk about periods and seek support.



A key aspect to breaking the taboo of periods amongst young people is raising awareness amongst the whole school community. At Hazelwick School, the topic of periods is taught in Year 7 in both science and PSHE as part of an exploration of puberty. In science, periods and the menstrual cycle are studied from a biological perspective. In PSHE, students explore the social and emotional aspects of going through puberty, which includes periods, and students are introduced to the sanitary products which are available. Students in Key Stage 3 and Key Stage 4 have recently had an assembly presented to them on periods to help dispel any stigma and also to highlight the range of free products available and where to access them at the school. There are a number of locations where students can access sanitary products, which includes the medical block and the main school reception where the 'The Red Box' can be found. This box has a range of products inside including spare underwear, sanitary towels, tampons and liners, which girls can access for free. Also at Head of Year offices, each pastoral co-ordinator has a box of sanitary products, which again girls can access free of charge. For students who are concerned about the environmental impact of using sanitary products, they are able to visit the school welfare assistant, Miss Wilson, to discuss the options available for reusable sanitary products which can be ordered free of charge for our students.



## Where to get support: and information:

- **Plan International UK** - <https://plan-uk.org/act-for-girls/lets-talk-period>
- **Girlguiding** - <https://www.girlguiding.org.uk/girls-making-change/ways-to-take-action/period-poverty/>
- **Childline counsellor chat** - <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>



# News, Events & Activities...

## Year 8 Podcasters



A group of Year 8 students have been using their English lesson time during self-isolation to create podcasts!

The podcasts were on topics such as how to be an engaging travel writer and how to effectively evaluate texts. Not only were they highly informative, but also incredibly entertaining. Some of the pieces were collaborative efforts as students harnessed technology to be able to work together during their period of staying at home.

The current Year 7 students will have an opportunity to listen to these very creative endeavours when they cover the podcast topics in the next academic year.

Ms Hampton

## Insight - Parent Portal

Insight is a secure online system which allows parents to access a range of data and information about their son/daughter. Once logged in, parents can view information such as their child's timetable, session attendance, behaviour points and school reports.

If you have not accessed this yet and would like more information, please email [insight@hazelwick.org.uk](mailto:insight@hazelwick.org.uk)

## Homework & Revision Clubs

Year 7 - Monday to Thursday in the Library - 3.00pm until 4.00pm

Year 8 - Monday to Thursday in the LRC Computer Rooms 102-105 - 3.00pm until 4.00pm

Year 9 - Monday to Thursday in the LRC Computer Rooms 102-105 - 3.00pm until 4.00pm

Year 10 - Monday to Thursday in the LRC Computer Rooms 102-105 - 3.00pm until 4.00pm

Year 11 - Monday to Thursday in the LRC Computer Rooms 102-105 - 3.00pm until 4.00pm

Students can revise or complete homework on computers with support available from a Learning Support Assistant.

Booking is not necessary though students need to arrive by 3.15pm. For further details, please ring Mrs Checkland on the school number (extension 2268).