



# BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

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## Welcome to the Summer 2021 HPA Newsletter



### HPA Update

It has been another eventful term. Year 11 and 13 have been preparing for their final assessments. Year 7 and 8's have been completing their end of year assessments. Year 10 will be preparing for their mock exams.

I'd like to take this opportunity to introduce myself. My name is Ms Gajjar and I am covering for Mrs Purdon as HPA coordinator for the duration of her Maternity leave. I look forward to working with the students over the next 2 terms and have enjoyed the interactions with them so far.

### In this issue:

- Update on the Biolearn Challenge
- Results of the Naboj Math competition
- Updates for Early Entry year 12 students.
- Update of exemplar work from faculties
- Overview of work that has been done with KS3 and 4 by HPA coordinator
- Overview of the work being done with KS2 transition
- Ways to support students at home

# KS2 Transition

In preparation for our Year 6 students joining us next year we have launched a time capsule challenge and given a subject specific stretch and challenge reading list.

Year 6 students will get a flavour of what challenge will look like when starting at BGLC as well as exploring their interests.

This can be found on the school website in the transition section

<https://brookvalegroby.com/vip-year-6/>



## Time Capsule

BGLC Challenge

### Maths

Murderous Maths collection [Kjartan Poskitt]

Youtube channel - numberfile

### English

**The Girl of Ink and Stars** by Kiran Millwood Hargraves

**Skellig** by David Almond

**The Lion the witch and the wardrobe** by C.S Lewis

### Science

**The Physics Of Superheroes** - James Kakalios

**The Musical Human**-By Michael Spitzer

Brief answers to Big questions Stephen Hawking

**Kid Innovators** Robin Stevenson and Allison Steinfeld

are moving a select number  
new planet Kepler-22b.  
menting the last 20 years in  
capsule.

- Toys that were popular
- Current news
- Food that was popular
- Music
- Sporting events/achievements.
- Influential leaders.

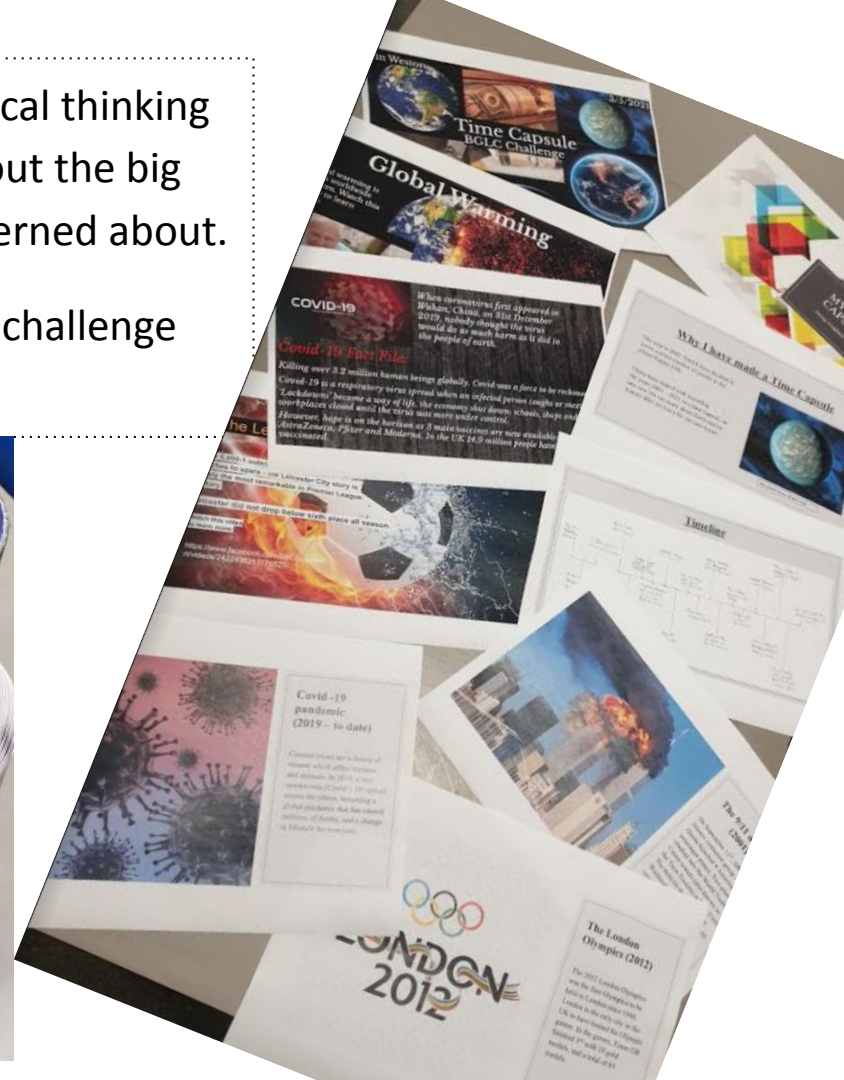
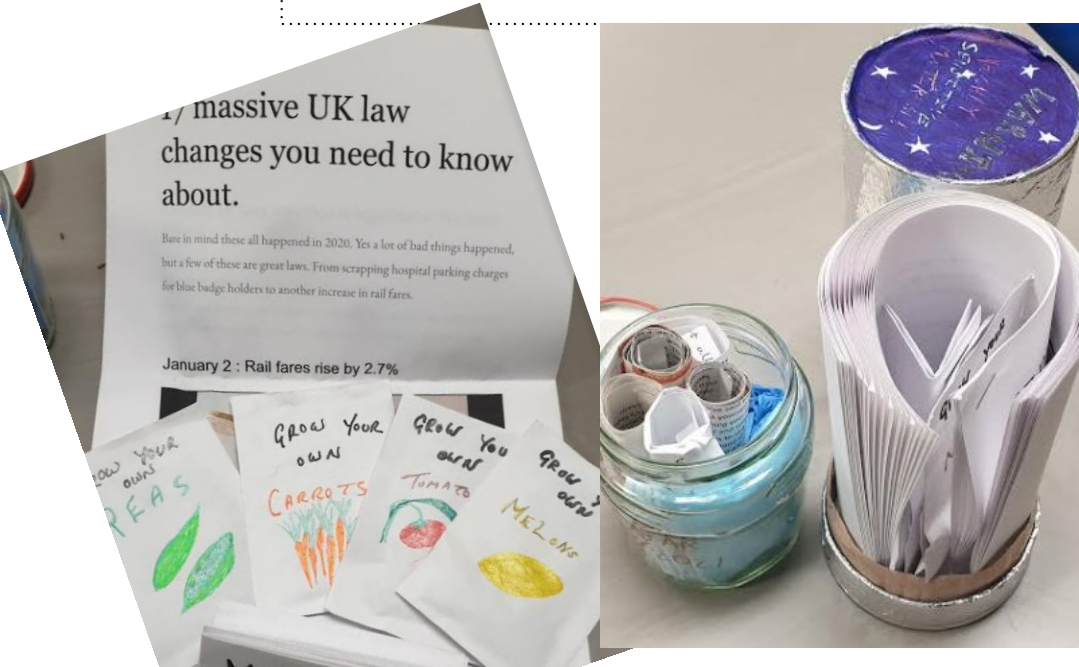
- Big Scientific discoveries/events.
- Endangered/extinct animals.
- Most important events.
- Poems and literature.

you can include in your capsule. This can be as a powerpoint, letter or labelled images.

KS3

KS3 have been exploring curiosity and critical thinking in morning sessions. Asking questions about the big issues that they are curious about or concerned about.

Year 7 have taken part in the time capsule challenge with some outstanding pieces of work.



# KS4 HPA

## Year 11

Students have been focussing on revision skills and preparation for their final assessments.

Lots of discussion around aspiration and setting short and long term goals.

Good luck to them all as they finish their assessments and embark on the next chapter of their journey!



## Year 10

- Year 10 have been focussing on curiosity, critical thinking and aspirations.
- We have worked on making revision timetables and building on revision skills in preparations for their mock exams.
- Students have signed up for Virtual work experiences through [S4nextgen.org](https://www.s4nextgen.org). This an exciting opportunity for students to gain insight and experience in fields they may have an interest in and to explore fields they may know little about.

## **Coming up:**

- Scientific Director in from X&Y Fertility clinic will be doing a talk Monday 5th July
- Careers interviews with our very own careers advisor Mrs Dymond
- Virtual talk from a international recruiter based aboard
- Women in STEM virtual event through Cardiff University

# Some of the activities we have done during tutor time

How many cats will fit into this classroom?

Students discussed the idea of unjust laws

*From Civil Disobedience*  
"Unjust laws exist: shall we be content to obey them, or shall we endeavor to amend them, and obey them until we have succeeded? Shall we then simply transgress them at once? Men generally...think that they ought to wait until they are compelled to do so;—they ought to rather wait until the great majority act with them. They think that, if they should do so, they will be regarded as law-breakers, and will be justly punished. But I do not think that the majority are ever right in the wrong which I am about to do. Why is it not more apt to anticipate and provide for reform? Why does it wait till the nature that it requires you to be the agent of injustice to another, then, it is too late to protest? Let your life be a counter friction to stop the machine."  
"What I have to do is to see, at any rate, that I do not lend myself to the wrong which I condemn. As for adopting the ways which the state has provided for remedying the evil, I know not of such ways. They take too much time, and because he cannot do everything it is not necessary that he should do something wrong....any man more right than his neighbors constitutes a majority of one already."  
-Henry David Thoreau

- What are you **CURIOUS** about?
- What are you **CONCERNED** about?
- What do you want to **CREATE** in the world?

## Fact or Opinion

- How can this statement be proven beyond a doubt?
- Does the statement have a bias?
- Is the statement based on verified information or assumption? How can we tell?
- Does the statement make use of descriptive language to appeal to our emotions?
- Is there anything misleading about this statement?
- Are the facts reliable?
- Are the opinions based on facts?
- If we all agree on something, does that make it a fact?
- How else can we verify something?

# Early Entry Oxbridge and Medicine



UNIVERSITY OF  
CAMBRIDGE

Students had a expert session with Leicester University on how to write a show stopping personal statement. They found this invaluable and are now in the process of getting them underway.

There are more sessions On Demand that students can view using:

<https://le.ac.uk/study/on-demand>

A great resource for those wishing to study medicine

<https://le.ac.uk/medicine/doctors-bag>

**Taster/work experience opportunities coming up:**

**Cambridge University have released their subject masterclasses:**

<https://www.undergraduate.study.cam.ac.uk/events/fundedplaces>

**InvestIN Summer schools:**

[https://investin.org/pages/choose-your-summer-career-experience-ages-15-18?mc\\_cid=a14631453b&mc\\_eid=a4ce1ecf81](https://investin.org/pages/choose-your-summer-career-experience-ages-15-18?mc_cid=a14631453b&mc_eid=a4ce1ecf81)

**Cambridge Maths open day**

<https://www.maths.cam.ac.uk/undergrad/admissions/openday>

**Cambridge University session on applications and personal statements**

[https://chris-cam-ac-uk.zoom.us/webinar/register/WN\\_UrlyS3VpQAGQioRBb3bLUA](https://chris-cam-ac-uk.zoom.us/webinar/register/WN_UrlyS3VpQAGQioRBb3bLUA)

Students should be starting to revise for their UCAT test and booking BMAT

<https://www.ucat.ac.uk/prepare/practice-tests/>



# Science: Biolearn Challenge



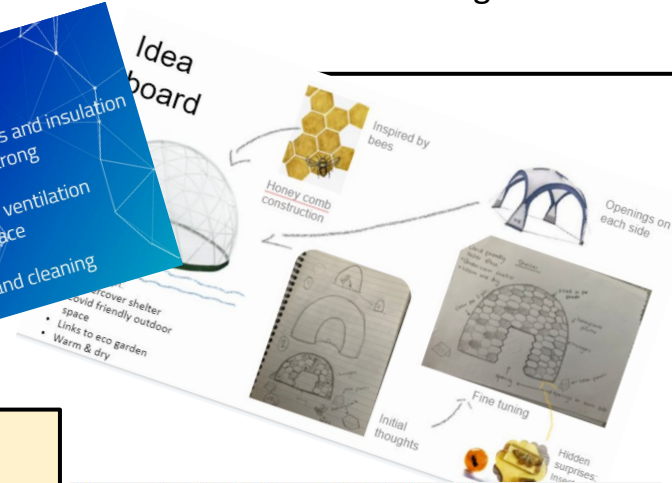
Biomimicry uses nature's natural brilliance and solves design issues and challenges. How could you use an idea from Nature to solve an issue in school or your local community?



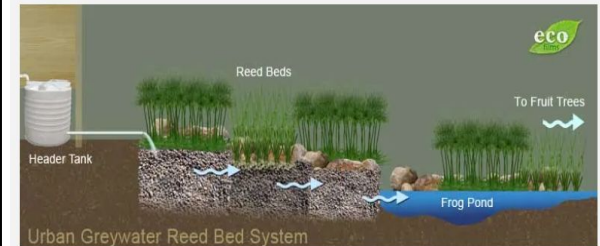
Two Teams took part. Our KS3 team made up of all girls flying the flag for women in STEM designed a shelter for students to use using a variety of solutions through nature. Great thought went into how they could not only make it sustainable but using Nature's solutions to solve the issues of design challenges.

## Some organisms that have inspired our solution;

- Birds- their feathers for watertightness and insulation
- Bees- their honeycomb structure is strong
- Polar bears- insulation
- Mice- sturdy roots keep them in place
- Trees- watertightness
- Leaves- water repellent and cleaning
- Butterfly wings- water repellent and cleaning



Permaculture inspired greywater filtration wetland/pond



Our KS4 team designed a way of recycling and cleaning the water that drains from places like the canteen and bathroom sinks. They planned meticulously ways they can use nature to clean the water so it is safe enough for the Fruit and vegetables in the Peace Garden.

# Naboj International Maths Competition

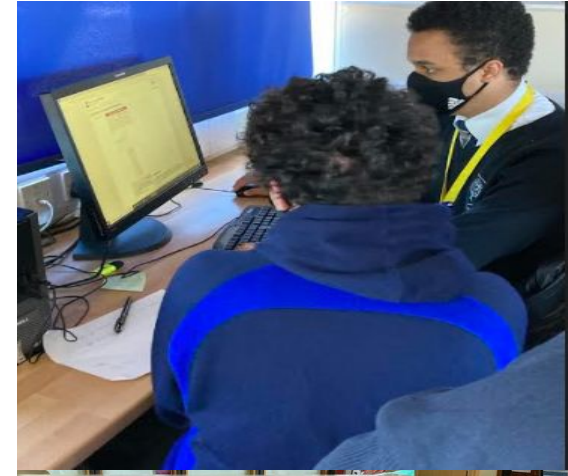


Quote from Isobelle Kitchen and Amelia-Amba Patel-who's team placed 5th overall  
"It was challenging, but I enjoyed the challenge"  
" I liked that we all had to come together for a common goal"

Náboj is a fast-paced, problem-solving maths competition for teams of five designed to promote mathematical ability, inventiveness, ingenuity and teamwork.

The Náboj competition is designed to give an opportunity to apply the students' mathematical knowledge to solve a range of interesting and challenging problems. It also encourages and rewards teamwork and cooperation, and provides an exciting and fun opportunity to test and stretch their problem-solving skills.

Our 5 teams took part in the Juniors section and placed 5th, 9th, 10th, 11th and 14th out of 15 teams. A massive well done to all that took part and a special thanks to Mrs Lavender-Sherif for coordinating this.





# Peace Garden Project

After the uncertain and unprecedented year we've had looking after our mental health has never been more important. Students have shown resilience in such an unpredictable time and we would like to create a space to aid in well-being. The theme for this year's Mental Health week is Nature and what better way to celebrate this than by providing our students with a safe space to reflect in at social times. It will also give students an opportunity to get involved in extracurricular activities such as a gardening club which will be helpful for their well-being.



Many of our HPA students were involved with the 'Big Dig' on Wellbeing Wednesday during Mental Health awareness week 10th to 16th May. They have also been integral in the planting and will be involved in the upkeep of the garden. They have demonstrated commitment, initiative and are passionate about sustainability and the importance of nature not only for wellbeing but for the environment.

# Health and Social Care is an option that students can choose for study at GCSE.

Students complete four pieces of coursework (internal assessment) and one exam. Here is a wonderful example of student coursework.

Students always apply their knowledge to case studies, and this work demonstrates the level of detail that students can go into.

## Component 1 - Learning Aim A Human Lifespan Development

*Understand human growth and development across the life stages and the factors that affect it*

Assignment Title: **Understanding how life affects our growth and development**

For this assignment I have been asked to research a celebrity and talk about how what happens at their different life stages affected their growth and development throughout life

I have decided to base my assignment an Eminem and I will write about these three life stages that this person has been through or will go through, they are early childhood, adolescence and early adulthood I have chosen this person and these life stages because these stages affected his growth and development the most and these are when most of the events happened in his life.

Eminem (Marshall Bruce Mathers III) was born in Saint Joseph, Missouri in the United States on the 17 October 1972. He had an absent dad and a drug obsessive mother who nearly died during his 72 hour long labour. His mother was only 15 and wasn't hands on in his early life so therefore he struggled in school. Despite this, he found inspiration in music in his early life and developed a love for the music industry, even though he struggled to get into it. His childhood he is now a successful rapper with 15 Grammy awards and over 100 million albums worldwide.

**Part 1**  
**Life Stage 1: early childhood**

**Physical development:** Eminem would have already been able to hold up his own head, sit up, crawl, walk and walk forwards, back and up and down the stairs. Eminem was a normal child but had no physical problems gross and fine motor skills that he couldn't adequately at the right age and would be able to hold objects without dropping them by the time he reached early childhood. By 4 he would be able to jump, throw and kick large balls and by 6/7 he would be able to ride a bike and skip. He was left handed and he learnt how to write at the age of 4 and a half which is an average age for a child to be able to write so he had no delay in his literacy. He wouldn't been able to balance along a line which would have been helpful towards him riding a bike the age of 8 he would have been able to involve himself in sports and games and have a level of coordination.

**Intellectual development:** Marshall struggled with learning but enjoyed English which later influence his love of rap in his pursued career. As a child Eminem was diagnosed with ADHD (attention deficit hyperactivity disorder) and was given medication to help with his disorder. At this age he should've started his education making him able to learn from tea and his peers making him more curious and inquisitive, he should have been able to work questions with support from apparatus and teachers and he'd also develop his independence He would be able to speak in full sentences by the age of five and broaden his vocabulary which would later help his rap career because for his lyrics would only make sense if his vocabulary was advanced enough to become meaningful lyrics that people can relate to. By the end of childhood he would be able to differentiate between

**Emotional development:** His mum would have been too addicted to drugs to pay attention to her son which would mean that his needs for love and affection would be neglected and needs for vital attachments wouldn't be fulfilled, this means he wouldn't be able to understand the affection that people give and receive. Because he didn't receive care and affection he would not be able to give it to other people making it harder for him to develop relations

others, isolating him from others. He would have had to learn how to become independent quicker than others as he would have had no family to attach himself to during his childhood.

**Social development:** Eminem wouldn't have formed strong relationships with his parents/guardians as they were very absent throughout his childhood. He may have struggled to make friends during school as he didn't know how to form bonds because of his neglect throughout childhood. He may have shied away from clubs because of his lack of friends which would lead to a greater isolation from other kids in school. His struggle in childhood would have just been a starting point for his life troubles as once friend groups have formed he'd join in with them. He may not have had as many temper tantrums as other kids as he would have had anyone there to complain to and even if he did, he might not have had anyone who would have listened or cared. His social skills would have struggled to form as he would have commented on his behavioral issues and told him that his friends would not be there for

**Part 2**

**Physical factor 1: Appearance** Eminem would have been bullied throughout school for his appearance. He would have been a normal child in his community. With a young mother he would not have had any luxuries or a supply of the latest fashions. This would make him a target for more verbal abuse and bullying. He would slowly become more and more alert of the way he looked and how he had classes with and this would make him feel self-conscious about his school and home life. As a young child this would have set off a cycle of self-hatred that he would not know how to cope with due to him only being young, (emotional)

He may not have always been able to keep himself clean as he would have had no access to any of the necessary items he would have needed unless they were already accessible for him in his own household. No one would be there to tell him how to dress or what looked good or not and they wouldn't care about what he's wearing so he may have gone out not looking like what other kids his age would see as normal, his appearance would likely impact how others viewed him, especially at this age as its when many kids start to make their first friends which again links back into his major isolation at home and school. (social)

If Eminem did not have a desired appearance in childhood it may affect how he views himself and could lead to disorders such as anorexia and bulimia later in life that initially started in early childhood due to no fault of his own. These habits may stay for a lifetime making him a smaller, weaker child meaning he could have struggled with tasks that involved anything heavy or lifting an item. If he went through problems with an unbalanced diet he would have felt malnourished and tired all the time and it may have a knock on effect to his next life stage as his muscles will not develop as well due to the eating disorders and his most vital stage for the beginning of his growth may not be as effective due to his lack of vital nutrients. Also not getting enough nutrients could lead to illness and disease and make him sick for either short or long term issues. (Physical)

Eminem's focus would be on his appearance and how people are viewing him instead of his education which could easily cause a lack of concentration and distractions from his school work. His priorities would be misplaced as he would be more worried about negative comments on his appearance rather than his good grades and learning the basic educational structure he would need to then progress to then greater devices like learning all throughout every one of his life stages. If he starts to care more and more about his appearance, his mind will drift further and further away from his school life and his revision. Being distracted in class causes a chain of failed learning, confusion of basic skills and carelessness in work which could stay with him for life. His physical appearance could affect how people treat him which could lead to him missing out on learning opportunities. (Intellectual)

## A.2P1 Explain how health and social care services meet the needs of in

Verna is 48 years old and lives on the second floor of a block of flats and must often use the stairs. She struggles with her mobility and also suffers from asthma and type two diabetes that she takes medication for as well as managing her diet.

One of the primary care services she may use could be Accident and Emergency if she was having a bad asthma attack causing struggles with her breathing and her initial form of medication (inhaler) wasn't working. They would help her by giving her stronger doses of medication than that of what she can get at home they would ensure it's an breather in the night and if they can't solve any problems that can affect her health before she gets sent home. She would be able to be cared for by qualified doctors and nurses and if she needs tests if required, however this is covered by the NHS.

Verna will be referred to a respiratory specialist who will help with her asthma and breathing problems. The specialists in these departments will have completed medical training and advanced training in lung conditions. They will help her understand the type of asthma she has and give her a better suited dose of her medication and tell her when to take it so she can deal with her condition. They will also help diagnose any other issues that may be causing her asthma to worsen so she can target that to make her breathing easier. With all this help they can provide her with a plan of when to take all her medication to make sure its most effective for her.

Verna will benefit from an Occupational Therapist as these will help her by providing equipment that will aid her in carrying out daily activities. The services provided by an Occupational Therapist will help her to get up the stairs by giving her a walking aid, this will help her especially when the lift is broken as she live on the second floor of a block of flats. The services they provide mean that Verna can have her living situation assessed meaning her needs will be specifically targeted without the need to travel to a hospital of care services. An OT could recommend many things such as walkers to help her mobility around the flat and wheelchairs for when she goes out to things such as appointments. It may also be useful for her to be recommended an aid for getting down the stairs as well as up them.

Here's some examples of Distinction work in Health and Social Care

# Geography

This week Year 12 have been investigating examples of Water Deficit - causes and impacts. Here is an example of a detailed study →

Year 8s have been learning about tourism and have completed a decision making challenge. They needed to respond to different situations and choose the most appropriate sustainable method to protect the island of Phuket. Students really engaged with this and it promoted lots of discussion.

If you would like to have a go home here are the resources:

[Lesson slides](#)

[Worksheet](#)



## Water Cycle: Water Deficit

### The Tigris- Euphrates Basin:

#### Location and about:

- Located in Western Asia, the Tigris- Euphrates basin is part of the Tigris-Euphrates river system. Rivers Tigris and Euphrates are the two principal rivers of this system, along with a few other tributaries. Their sources are both in eastern Turkey, and they run through the uplands of Syria and Iraq before discharging into the Persian Gulf.
- Western Asia is an area of arid and semi-arid land and is very vulnerable to droughts, as it is mainly grasslands, deserts and mountains. However, northerly winds do bring moisture to the mountains.
- Many conflicts have arisen due to the demand for water by the countries surrounding these two rivers. This has put great stress on the drainage basin, as millions of people rely on it for their water supply.



#### Human causes of water deficit:

- Agricultural and irrigation use
  - Intensive irrigation in the areas has led to the destruction of soil quality because the rivers are slightly saline. This water is used on farmland, but after a few years, crop yields are lower, so they have to move production, damaging more land. Along with this, the reduced flow rates in Iraq due to Turkey's dam building have allowed salt water to move 150km inland from the Persian Gulf.
  - In Syria, agriculture accounts for 87% of water use, whilst domestic use is 9% and industrial use is 4%.
  - In Iraq, agriculture accounts for 92% of water use, whilst domestic use is 3% and industrial use is 5%.
- Hydropower
  - The river Tigris is used heavily for hydropower, which has led to the construction of many dams. Turkey has 350 dams that reduce the flow of water to Syria and Iraq, the Greater Anatolia Project (GAP) is another project of Turkey's, and includes the construction of 22 dams and 19 hydropower plants. This could result in a 40% reduction of the Euphrates' flow into Syria and an 80% reduction of flow into Iraq.
  - The rate of evaporation on the river has increased to 50% with the creation of large reservoirs and related irrigation areas behind a number of dams.
  - The main reason that Turkey is building so many dams is that its population grows by 1.6% annually, so they need to supply enough water and power to fuel the development needs of their growing population.

# Welcome to Story, Source, Scholarship

## History

KS3 History pupils have been given the opportunity to complete a series of *Story, Source, Scholarship* worksheets as part of their Knowledge Organiser Homework. The work sheets provide pupils with wider information around topics we have studied and develop higher level historical skills by analysing sources and interpretations.

[Year 7 - Life in Early Roman Britain](#)

[Year 8 - Suffrage Movement](#)

[Year 9 - Prohibition](#)

If you would like to explore these worksheets further they can access more through the following website:

<https://storysourcescholarship.wordpress.com/>

How far did the 'Night of the Long Knives' give Hitler total power in Germany?		
Story	Source	Scholarship
<p>Create a title for each paragraph.</p> <p>The article below examines the causes, key events, and consequences of the Night of the Long Knives in 1934.</p> <p>Summarise each paragraph in 1 or 2 bullet points.</p> <p>The SA (also known as the Brownshirts) was a paramilitary group set up by Hitler in 1921 to attack political rivals. The SA had been extremely loyal to Hitler, helping him get into power in 1933, but by 1934 they had become too powerful.</p> <p>The SA, under the command of Ernst Rohm were an uncontrollable, and mutinous rabble. By the summer of 1934, the SA's numbers had swollen to two million men and outnumbered the German Army.</p> <p>Tensions continued until June 1934 when Heinrich Himmler (a close advisor to Hitler and leader of another group – the SS) convinced Hitler that Rohm was plotting a takeover. Himmler to help Hitler stop the plotters with the help of the SS.</p> <p>By the summer of 1934 Hitler had made a pact with the army. If Rohm and the other leaders of the SA were removed, the army would swear an oath of loyalty to Hitler.</p> <p>On the night of the 30<sup>th</sup> June 1934 Hitler ordered the SS to murder approximately 400 people including Rohm. They were mostly SA leaders but also including a number of other political opponents of Hitler.</p> <p>The Night of the Long Knives destroyed all opposition to the Nazi party, gave more power to the brutal SS who became very important in running the Nazi dictatorship, and discouraged potential opponents who had seen the ruthlessness and brutality of Hitler's followers.</p>	<p><b>A</b> This cartoon entitled "They salute with both hands now" was created by David Low in July 1934 and appeared in a British Newspaper.</p> <p>Members of the SS are lined up in their 'Brownshirt' uniform.</p> <p>Hitler's 'Broken Promises' are on the floor.</p> <p>The German Army</p> <p>Goering – pictured as the God of War.</p> <p>Joseph Goebbels on all fours (close advisor to Hitler)</p> <p>The bodies of the leaders of the SA can be seen here.</p> <p><b>B</b> Goebbels, diary entry, (1<sup>st</sup> July 1934) "Executions nearly finished. A few more are necessary. That is difficult but necessary...it is difficult but it is not however to be avoided. There must be peace for ten years. The Fuhrer suffers greatly. The death sentences are received with the greatest seriousness."</p> <p><b>C</b> Time Magazine, 9<sup>th</sup> July 1934 "In the stamping out which followed, scores of Storm Troop leaders...were shot by firing squads or were left alone in prison with a revolver which they used to commit suicide. The Chancellor tried his hardest to make Rohm shoot himself, twice sent a pistol back with the defy 'If I am shot, Hitler will have to do it himself'. Rohm was shot in the back the next day."</p>	<p><b>Historian Paul Maracin writing in his book "The Night of the Long Knives" in 2007</b> "Hitler became Chancellor on January 30<sup>th</sup> 1933, but it wasn't until the early morning hours of June 30<sup>th</sup> 1934 that he set into motion an operation that in a mere forty-eight hours made him absolute master of Germany. It was a scenario that rivalled anything concocted in Hollywood; intrigue, betrayal, scheming, brutality, nefarious (wicked) characters – and murder. But it wasn't fiction. It really happened. And as a result, the stage was set for World War One"</p> <p><b>Historian Peter Padfield writing in his book "Himmler" in 1991</b> "How many people were killed between 30 June and 4:00am on 2 July, when Hitler called off the killings, can never be precisely established. Hitler admitted to 76, but the real number is probably nearer 200 or 250. Bodies were found in fields and woods for weeks afterwards, and files of petitions from relatives of the missing remained active for months. What seems certain is that less than half of those killed were SA officers."</p>
<p><b>Task 1</b> Read through the <b>Story</b> of the events of the Night of the Long Knives. For each paragraph, you need to create a 'title' on one side, and a short summary (two bullet points maximum) on the other.</p>	<p><b>Task 2</b> Look at <b>source A, B, and C</b>. In your book, write a short description of the message of each source. Then answer the question "What do these sources tell you about the Night of the Long Knives?"</p>	<p><b>Task 3</b> Read through Maracin and Padfield's <b>scholarship</b> about the Night of the Long Knives. Highlight what you think are the three most important sentences. In your book, answer the question "What do Historians believe was important about the Night of the Long Knives?"</p>

# Religious Studies

Here is some written work completed by our students. This does include some personal ideas/opinions, and they have consented to me sharing their work:

[https://docs.google.com/document/d/1NINKi286m8Lf4vQu3RWAjn1fx6bb7FPKvV5qrmQ2y\\_4/edit?usp=sharing](https://docs.google.com/document/d/1NINKi286m8Lf4vQu3RWAjn1fx6bb7FPKvV5qrmQ2y_4/edit?usp=sharing)

Year 9 students completed an assessment with GCSE style exam questions worth 12 marks. The [attached](#) is an example of 'the perfect answer' awarded 12 marks. It does contain personal opinions but is written beautifully.

**We are currently learning about 'Religion, crime and punishment' in year 11 RS - Here are some very insightful answers.**

## Student A

a. Do you agree that prisoners should be treated with dignity in prison? Give your reasons  
Prisoners should be treated with dignity in prison as they are still human, just because they have committed a crime does not mean they get stripped of rights and basic levels of respect; however I do believe that it depends on the crime, how much suffering they have caused, the situation in which the crime was committed and for what reasons. The amount of dignity shown towards a prisoner should depend on their actions and behaviour in prison and whether or not they are trying to change and make up for what they have done; if they have deep sorrow and regret about their crime then they should not be denied dignity.

b. Do you think that corporal punishment would reduce crime if it was introduced? Give your reasons  
Despite corporal punishment being the most inhumane form of punishment I believe that if it was reintroduced then it would not make a noticeable difference in the levels of crime. There are always going to be punishments and there will always be crime no matter what the punishment is people will commit for their own reasons that can't be changed due to the threat of corporal punishment.

There used to be crime when corporal punishment was legal before, in countries where it is still legal there is still crime. Corporal punishment is legal in places because people believe it is needed to end crime but it is not working. In a world where violence is everywhere, we should not be trying to end violence with more violence as that will just spout and grow more violence and normalise it when really we need to be ending it.

Corporal punishment is not a punishment it is a crime so by introducing it no it will not reduce crime, in fact I believe that it would increase crime. If the law is teaching that violence is okay by using corporal punishment then it is more likely that people will start to solve their own individual disputes through violence therefore increasing violence. By showcasing violence we are normalising it so much to the point that we will know no other way to solve issues. Using a violent crime to try and end crime will never work.

**Year 10 RS students have been learning about the main buddhist beliefs - This work is about Buddha's early life**

## Student C

### Luxurious Childhood

It was prophesied that Siddhartha would become either a great leader or a holy man, and it was very clear that his father wanted him to become a leader and follow in his footsteps. In order to avoid Siddhartha becoming spiritual, his father did his best to ensure that he never experienced any dissatisfaction in his life, in fear that he might turn to spirituality as a result of this. He was constantly surrounded by luxuries and comfort to such an extent that gardeners would be sent out each morning to remove flowers that were beginning to wither and dancers would be checked for grey hairs or wrinkles each day so that Siddhartha would never see anything less than perfection. He would only be given the finest clothes and the finest foods in hope that he would become attached to these luxuries. He was taught from the age of 7 in athletic skills and governance etc. to make him a worthy successor. This is significant because the first of the Buddhist Four Noble Truths that are essential to become enlightened is that you should acknowledge that suffering exists- but Siddhartha had been brought up sheltered from this and had never seen let alone experienced sadness or pain, so really it's amazing that he managed to break free from this and became enlightened.

### Buddha and the swan

When Siddhartha was a young child a swan that had been shot down by his cousin fell at his feet. Rather than give up the swan and let it die at the hands of his cousin he refused and protected it so that he could care for it and nurse it back to health. He realised that animals, just like humans, do not want to die. This is significant, because this mindset is the complete opposite to the way he was raised to behave and think and is a similar teaching to that of the first Buddhist moral precept (do not kill).

### Buddha and the ploughing festival

When Siddhartha was a child, he was taken to the ploughing festival. It was here, as he watched how hard the oxen pulling the plough worked, that he began to feel sad about the pain and suffering that all animals have to endure in their lives, despite being happy himself in his life of luxury. This was significant, because this was his first moment of meditation and enlightenment- he realised that nothing in life is perfect and everyone will suffer in their life. He understood this and realised he must work to overcome suffering.

## KS5 - Enrichment Enterprise Programme 2021

Our aspiring entrepreneurs have been busy creating their business ideas and plans, as a part of the Tycoon Enterprise Summer 2021 Competition. The students have pitched their business ideas to their business mentor Susan Wappat through a video conference and have had their business plans approved. These dedicated Year 12 students will be looking for your support to increase their brand awareness and make sales during the five week trading window: **10th May 2021 - 11th June 2021**. This is a national competition with our teams competing to win an overall financial reward and a meeting with *Peter Jones* himself!

The teams are fantastic and have really pushed themselves *by pitching live through a video conference to an experienced business mentor which really tested their presenting and digital literacy skills*. 'Slatter' have also taken an additional avenue by promoting their brand by crowdfunding on their website

*Best of luck to all of our teams and happy trading, Miss Daynes.*



Facebook, Instagram  
and TikTok:  
**Bonappetitreats**

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Facebook, Instagram,  
TikTok and Twitter:  
**SlatterUK**

[Quber-R Clothing Etsy Page](#)  
Instagram: **qube.r\_uk**

Primary contact:  
[FoxsGardening5@gmail.com](mailto:FoxsGardening5@gmail.com)

# Ways to support students at home

The  
Economist

There are simple, yet effective ways to support at home:

- Discussion of current affairs - at dinner time/ when watching the news take the opportunity to opinion on the news item. Does the conversation naturally lead onto another topic that can be explored in greater depth? This type of discussion is something that will support the student when they get to their university/ job interviews and the ability to back up their ideas and explore them in detail are typical skills that well established universities look for in their candidates.
- Encouraging them to talk about their interests and passions.
- If they have an interest they want to pursue maybe trying a **MOOC**. Millions of people around the world use MOOCs to learn for a variety of reasons, including: career development, changing careers, college preparations, supplemental learning, lifelong learning, corporate eLearning & training, and more. <https://www.mooc.org/>
- Encouraging them to explore beyond the classroom. There are several online sources including TED talks as well as magazines that support school/ career choices but yet go beyond what is required by the curriculum. This thirst for knowledge and the ability to discuss it is critical for securing a place with more well established universities. Here are some more suggestions:

[www.myheplus.co.uk](http://www.myheplus.co.uk) run by the University of Cambridge

<https://explore.org/> run by the University of Oxford

<https://www.bmj.com/> for aspiring medics



NATIONAL  
GEOGRAPHIC

# **Books to get students thinking**

**Just Think: Philosophy Puzzles for Children Aged 9 to 90 (Just Think Books) Paperback  
– 20 Nov. 2020**

**Big Ideas for Curious Minds: An Introduction to Philosophy Hardcover – Illustrated, 21  
Sept. 2018**

**Mindset: How You Can Fulfil Your Potential Paperback – 2 Feb. 2012**

**Thinking, Fast and Slow Author: Daniel Kahneman**

**Moonwalking With Einstein Subtitle: The Art and Science of Remembering Everything**

**Author: Joshua Foe**