

THE VOICE of Arthur Mellows Village College



Message from Mr Oakley, Head of College

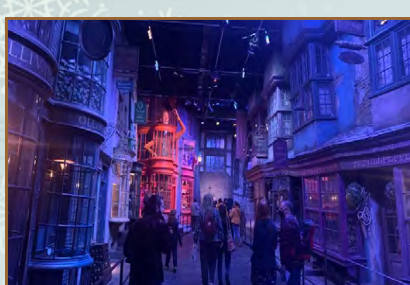
Now that we are endeavouring to return to some form of normality with regard to Covid restrictions being lifted, the College looks forward to the remainder of this academic year in terms of preparing students for formal public examinations in the Summer term and at the same time reintroducing many of the other elements of school life that have been sadly lacking, eg collective assemblies and the many extra-curricular activities that we are renowned for.

The wearing of face masks and twice weekly lateral flow testing is hopefully behind us and I would like to take this hopefully final opportunity to thank absolutely everyone for their support in trying to keep the College community, both staff and students, as safe and healthy as possible.

It has been a massive effort on all sides; my thanks in particular go to the entire staff body who have gone above and beyond in terms of managing staff absences, dealing with student absence monitoring and recording and providing a blended learning approach for those students who have been absent at the same time as providing for the students present in classrooms. It has been no mean feat but everyone has had the students' interest at heart and Arthur Mellows would not be the place it is today without such a dedicated and loyal workforce, and supportive parent body.

We move forward from this point with renewed optimism and I look forward to reporting to you via this forum on the more traditional newsworthy items such as exciting trips and activities and student success in sport and the classroom.

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Harry Potter Studios Trip

Pastoral, Wellbeing and
Safer Schools Edition



History of the Holocaust

Term Dates

Year 12 Wales Geography Field Trip	Wednesday 2 March - Saturday 5 March 2022
Year 11 and Year 13 Individual Tempest Photos	Friday 11 March 2022
Year 10 Teacher Virtual Feedback Evening	Monday 28 March 2022
Drama Trip to see 'Blood Brothers'	Tuesday 29 March 2022
Term ends	Friday 1 April 2022
Staff Training Day (College closed for students)	Tuesday 19 April 2022
Term starts	Wednesday 20 April 2022

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Delivering Learning for Life within an Aspirational Culture

COLLEGE NEWS

CREATIVE iMEDIA TRIP TO THE HARRY POTTER STUDIOS

‘Hopefully by now, any lingering doubts about the merits of vocational courses are a thing of the past, as this trip perfectly demonstrated. The Creative Media industries continue to provide meaningful employment almost more than any other employment sector in the UK, and that is exactly the point the tour is designed to make – from visual artists, to costume designers, carpenters to make-up artists, working in the Creative Media sector is not just about actors, camera operators and people screaming “Action!” at the top of their lungs.

The Creative Media course is going from strength to strength, so it was a real pleasure to take 49 students on what was effectively a rewards trip, even though trying to organise any trip during the pandemic is a bit of a nightmare. We are well on course to achieve the strongest set of results across all subjects on offer, despite the fact that the course has many challenging aspects. From time management of a long-term project, to creative planning and idea development, to the use of industry-standard software, to producing and post-producing media artefacts such as book jackets and 3D game characters.

Whilst I would love to take credit for their success, the reality is that we are blessed with a large cohort of hardworking and technically skilled students who are keen to learn and push the boundaries of their work to develop their skillset.’



‘Media is a subject which is often able to inspire young people who may have struggled to find an outlet for their imaginative ideas in more formal subjects, so where better to take them than the Warner Bros Studio Tour, to be further inspired by the incredible work underpinning the Harry Potter films.

Constantly refreshed and updated, the tour is becoming more interactive, with live demonstrations of special effects and new features like the virtual reality basilisk attack, meaning there is always something to capture the attention and interest even for those who are not geeky fans of the popular film series, like me.



It almost goes without saying that the students were impeccably behaved, and I sincerely hope that a large number of them continue to develop their skills on the popular Post-16 course we offer.’

Mr B Zaidi
Head of Media Studies

COLLEGE NEWS

PASTORAL AND WELLBEING SECTION

BODY IMAGE

Body image is not how we look. Body image is how we think and feel about our body, our appearance, or our looks. It is our mental picture of ourselves, and we all have one.

One study, which followed 14 - 15-year-olds over three years, found that internalisation of these 'ideal' body shapes as presented in the media predicted negative emotions about appearance, which in turn predicted unhealthy eating behaviours.

How body image negatively impacts lives

- It takes so much of our headspace that we end up unable to appreciate our positive points.
- We miss out on opportunities and activities because we do not want to be seen by others.
- We stop looking after ourselves because we do not think we are worth the effort.
- We do not take part in exercise, because we are embarrassed about our bodies, which negatively impacts our physical and mental health.
- It stops us wanting to socialise with other people leading to loneliness and isolation.
- We may try and boost our sense of being ok by engaging in risky sexual behaviour.
- It prevents us being able to concentrate in lessons/work if we are preoccupied by how we look.
- Negative body image can lead to self-harm and serious mental health problems, such as eating disorders and even suicide.

One survey of 11–16-year-olds in the UK by Be Real found that 79% said how they look is important to them, and over half (52%) often worry about how they look. In a survey of young people aged 13 -19, 35% said their body image causes them to 'often' or 'always' worry.

What we can do to help children and young people have a positive body image

- Do not allow your child to be defined by looks alone.
- Instead of focusing on weight and looks, talk about health and encourage your child to think of all the amazing things our bodies can do.
- Be a good role model and encourage your child to surround themselves with others who are body positive.
- Encourage your child to follow people on social media who make them feel good about themselves and unfollow those who don't.
- Remind your child of all the tools the media uses to manipulate pictures.
- Encourage your child to challenge negative thoughts - where is the evidence?
- Limit screen time.
- Do not give food as a reward or let it become a way to gain power and control.
- Eat as a family as often as possible.
- Call out people who are unkind or judgemental about others - we need to create a culture where it is uncool to be unkind about looks.

COLLEGE NEWS

ORAL HEALTH

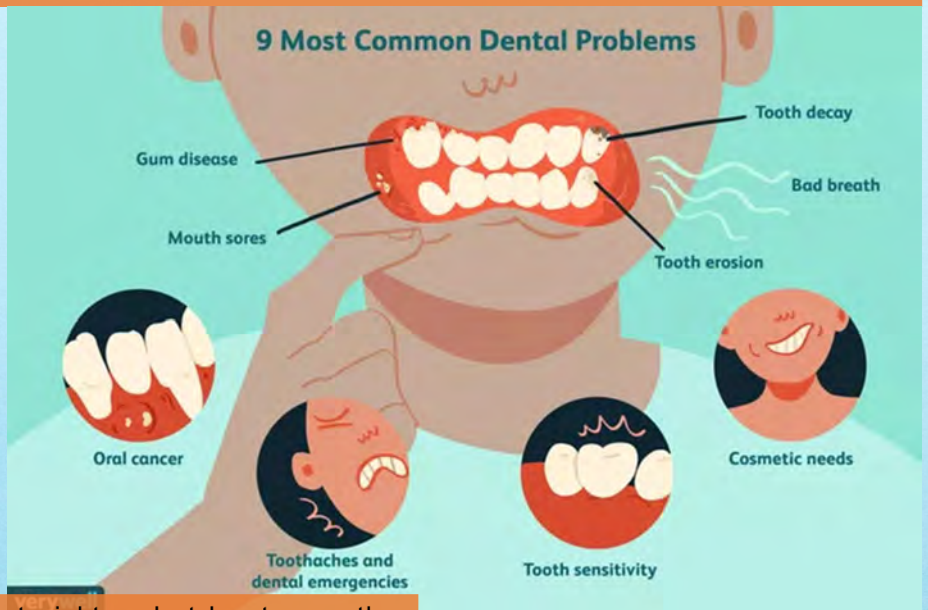
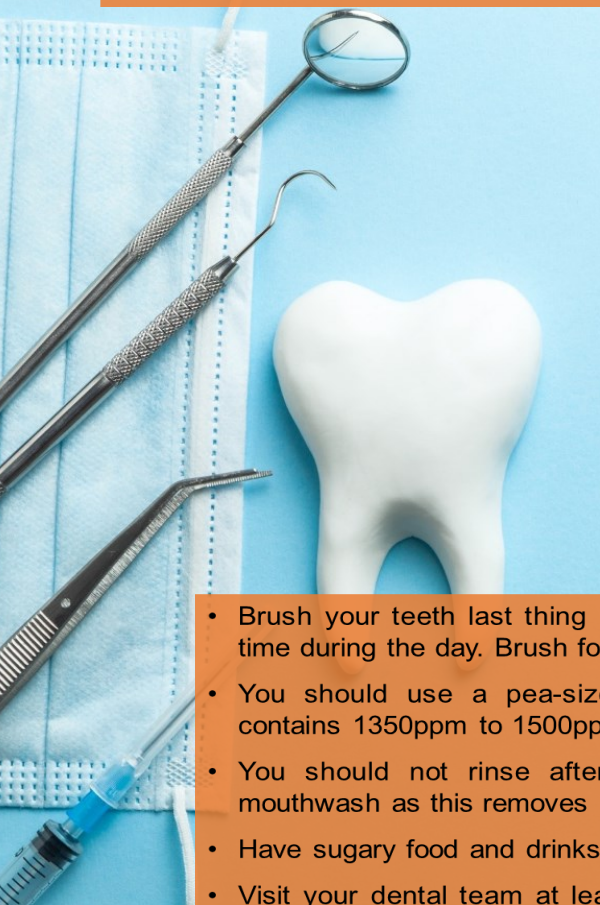


Why is a healthy diet important for my oral health?

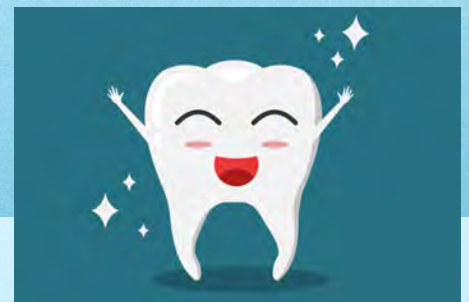
- Every time you eat or drink anything sugary, your teeth are under acid attack for up to one hour. This is because the sugar reacts with the bacteria in plaque and produces harmful acids. Plaque is a build-up of bacteria which forms on your teeth.
- It is better to have three or four meals a day rather than lots of snacks.

What is dental erosion?

- Dental erosion is the gradual loss of tooth enamel caused by acid attacks. Enamel is the hard, protective coating of the tooth. If it is worn away, the dentine underneath is exposed and your teeth can look discoloured and become sensitive.



- Brush your teeth last thing at night and at least one other time during the day. Brush for two minutes.
- You should use a pea-sized amount of toothpaste that contains 1350ppm to 1500ppm fluoride.
- You should not rinse after brushing your teeth or use mouthwash as this removes the fluoride from the toothpaste.
- Have sugary food and drinks just at mealtimes.
- Visit your dental team at least once a year, or as often as they recommend.
- Clean in between your teeth with floss at least once a day, to help remove plaque and food from between your teeth.
- Use a straw if you have fizzy drinks, as this helps the drink to go to the back of your mouth and reduces the number of acid attacks on your teeth.
- Wait for at least one hour after eating or drinking anything acidic before you brush your teeth.



MONEY MULES AND HEALTHY RELATIONSHIPS

Criminals need money mules to launder the profits of their crimes. Young people are increasingly being targeted to become money mules. They are approached online or in person, including through social media, at school, college or sports clubs. Sometimes people they know persuade them to take part, often because they are also acting as money mules.

Mules will usually be unaware of where the money comes from and that it can go on to fund crimes such as drug dealing and people trafficking. Being a money mule is illegal!

When someone is caught, their bank account will be closed, and they will have problems getting student loans, mobile phone contracts and credit in the future. They could even face arrest for money laundering which carries a maximum sentence of 14 years in prison.



- ⇒ Make sure your child does not give their bank account details to anyone, unless they know and trust them.
- ⇒ Encourage them to be wary of job offers, where all interactions are online and to research any 'company' or person that offers them a job.
- ⇒ Tell them to be cautious of unsolicited offers of easy money, because if it sounds too good to be true, it probably is.
- ⇒ Look out for your child suddenly having extra cash, buying expensive new clothes or electronics with very little explanation as to how they got the money.
- ⇒ A young person involved in money muling may become more secretive, withdrawn or appear stressed.

If you are worried that someone close to you might be caught up in money muling, you can contact anonymously: Crimestoppers 0800 555 111 www.crimestoppers-uk.org

Is this love?

February brought along Valentine's Day and this is the time that we will be thinking about love and relationships.

Therefore, it is a good opportunity to offer some guidance and advice for children and young people, to help them recognise what a healthy relationship looks like and to identify the danger signs of an unhealthy relationship.

Here are some key points to help your child establish some difference between a good or bad relationship.

A Healthy Relationship

- Listening to each other
- Trusting and respecting each other
- Being friends and having fun together
- Freedom to do your thing, follow your own interests and see your friends
- Being able to disagree and then talk it through later.



NOT a Healthy Relationship

- Your girl/boy friend gets angry when you talk to someone else
- Your girl/boy friend calls you names, puts you down and makes you feel bad
- Your girl/boy friend is verbally abusive or physically threatening towards you
- Your girl/boy friend uses force or emotionally blackmails you to do things you are not comfortable with.

Relationship abuse can be recognised in many different ways, such as emotional, physical or sexual abuse. If this happens, it should be reported to the police. There are NO excuses for abuse.

The following link from the NSPCC provides further advice for parents and carers on how to talk to your child about relationships, sex and consent:

<https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships/>

THE DANGERS OF VAPING

Could your child be vaping? During the past couple of months there has been an increase of children and young people being seen across the county vaping while out with friends. It is important to understand the risk to health and the path to addiction if not openly addressed. Vaping has not been around long enough for us to know how it affects the body over time, but vaping could cause the following health issues:

- ◆ Slow brain development in children and young people
- ◆ Affects memory, concentration, learning, self-control, attention, and mood.
- ◆ Increases the risk of other types of addiction as adults eg smoking.
- ◆ Unknown toxins released into the body

There are many different products available however, in brief, vaping can place nicotine into the body and nicotine is highly addictive. Some individuals choose to vape marijuana, THC oil, and other dangerous chemicals. Beside irritating the lungs, these drugs also affect how someone thinks, acts and feels.



Parents/carers should be aware that it is illegal to sell e-cigarettes to anyone under the age of 18.

If you discover that your child is using them, it may be worth finding out where they are purchasing or getting them from. If a child is buying products from a shop, parents/carers may wish to remind the shopkeeper of the law and/or report the retailer to the trading standards department of their local authority. While it may be difficult to stop or prevent your child from smoking, remind them of the health implications and that they are breaking the law.

For more information on how to educate and support your child, if you suspect they are vaping or smoking please visit <https://healthyschoolscp.org.uk/pshe/smoking-and-vaping/>

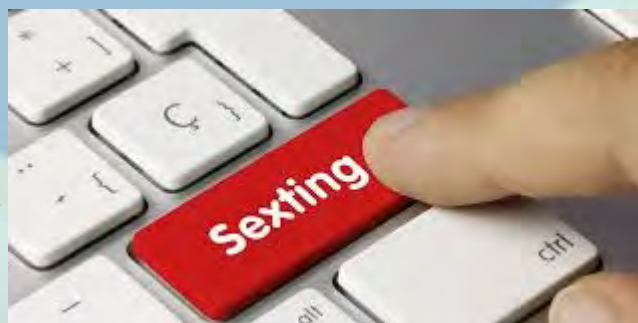
SEXTING AND NUDE SELFIES

Nude image sharing is a term used to describe naked or semi-naked pictures or videos taken on an electronic device and shared online. Young people often refer to nude pictures as either 'nudes' or simply 'pics'.

Young people may shared naked or semi-naked pictures of themselves for a variety of reasons, including within a trusted relationship, for fun within a peer group or because they have been pressured into doing so.

Talking to your child about relationships, sex and nude images is the best thing you can do to help keep them safe in a cyber world.

However, it is accepted that this might be a difficult conversation to have with your child, especially if you are confused or uncertain about the concept of 'nude image sharing' yourself.



To help demystify this, please visit <https://www.thinkuknow.co.uk/parents/articles/7-questions-parents-ask-about-nude-selfies/> Children should be made aware that by sending, or sharing sexual imagery of themselves or others, they are breaking the law.

COLLEGE NEWS

MISCONCEPTIONS AND MISINFORMATION ABOUT THE IDENTITY OF 'NON-BINARY'

'The definition of 'non-binary' is, as Google may tell you, "Denoting or relating to a gender or sexual identity, that is not defined in terms of traditional binary oppositions, such as male and female." Simply put, people who do not identify as male or female.

Daily, many non-binary people face comments and questions about their identities when, in today's age, this shouldn't be necessary. Why don't more people know about this identity? Why is it so hidden? Is it just an internet craze where teenagers latch onto a trend? Simply put, no.

The idea of being non-binary has been around for decades, centuries even, ageing back to even Native Americans with the term "two-spirit." Many people throughout history have shown signs of what we now see as non-binary identities, non-binary is not a single gender identity, it is not a "third gender" as many believe it to be, it is not something to be ridiculed or ignored. So why is it?

theirs	zim	their
her	ze	she his
xe	they	them xim
hers	xey	him he



People are just getting used to this "new" term and it can take a while to adjust, but trying is all you can do at this point.

Checking people's pronouns is vital to respecting everyone, it may seem awkward at first, but what harm can it do to check you're addressing someone the right way? Getting used to they/them pronouns can be difficult at first, but trying is all you can do when appreciating and respecting people's pronouns and identities is just the first step in acceptance, it's that simple.

We use they/them pronouns every day without realising, 'someone left their purse, we should return it to them.' It's as simple as that. People, especially young people, are starting to put their pronouns in social media bios. Even if they're cis (not trans) people, symbolising their support for the trans/non-binary community and helping normalise asking people's pronouns, something we need to start doing to try make others feel comfortable and included. The importance of pronouns may not be an issue you've thought about before, but now it is crucial to understand how pronouns are affecting others.



The importance of pronouns is ridiculed, not only online but to people's faces. How is it that pronouns, something everyone uses, are put down and demonised?

Pronouns are a fundamental part of life, using the correct ones are even more important. Some say they "don't have pronouns" as a way of protesting this movement, yet they use them for everything. Pronouns are used every day, "this" is a pronoun, "she" is a pronoun; everyone uses them. There is no reason to mock them or ignore them when they are becoming a vital part of our society.'

Written by Abbie Warner (They/She) 12ABR

COLLEGE NEWS

THE EFFECT THAT MUSIC HAS ON THE MIND!



'As young people, we listen to music a lot, whether it's just to make us feel happy, calm us down, or just to have something to do! What a lot of people our age don't know is that listening to music affects our bodies a lot more than we think.

Firstly, listening to music can lead to better learning, as it improves focus and provides motivation. This also improves our mood and enables us to memorise things a lot easier. As well as this, if the information you want to remember is in the song, listening to it repeatedly is significantly more effective than learning the information normally, this is because the rhythm of the song sticks in your head, which means the lyrics do too! Many researchers believe that classical music in particular increases brain activity and makes it's listeners smarter.

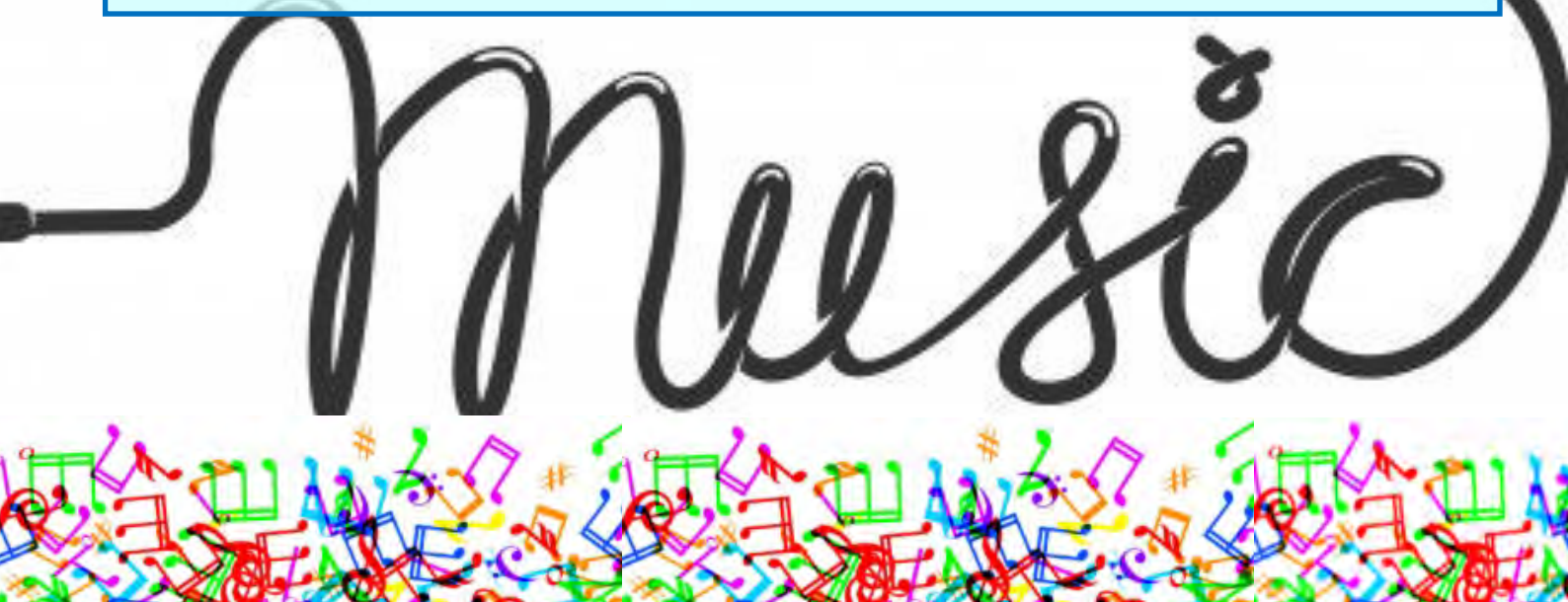
Additionally, listening to music can also make you physically stronger, this is because music delays fatigue and increases work capacity, meaning that it will motivate you to exercise more. For wanting more motivation to exercise, high tempo music is definitely more effective. According to an 'American Council on Exercise' article, music can increase endurance during a workout up to 15%!

Also, music can even improve your communication skills. The repeated rhythms in the music can be very important for communication, as we break down the rhythm into small chunks, just like we do with syllables! And listening to music with others can help people connect, as the music releases endorphins and increases our mood.

A lot of people also don't know that music can improve our health! When listening to music, it increases our level of antibodies, which boosts our immune systems. Research shows that music also causes blood to flow more easily and reduce our heart rate. Listening to music can also decrease stress levels and anxiety.

Overall, frequently listening to music does wonders for our mind. So, the next time you feel stressed or anxious, put some music on!

Written by Lucy Weatherhead 12ARH



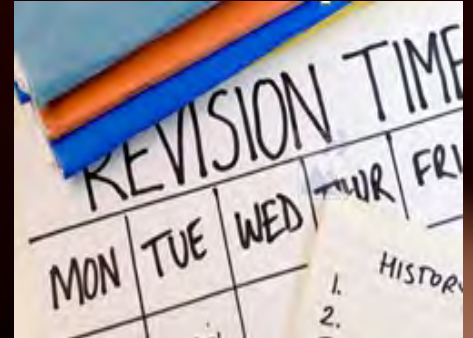
COLLEGE NEWS

EXAM STRESS AND TECHNIQUE

Working towards exams can create feelings of worry and being under pressure. However there are a range of things that you can do to help deal with the stress that you might be feeling...

Keep things in perspective

- Lots of people will tell you this, because it's true - exams are not everything. Whatever happens in your exams, you can still be successful in life afterwards.
- Exam success does not define you as a person. Everyone copes differently in different situations and there is so much more to your personality than how well you can respond in an exam.
- Once you have completed an exam, try to forget about it.



Get that organised feeling

- Picture your exams as a time-bound project. Are the exams 60 days away? That is your 60 day challenge. Best of all, there is a definite end point.
- Work out the basics: which exams you have, how the marks are allocated, and how much you have to learn for each one.
- Break your revision down into small chunks, and form a plan. If you give yourself plenty of rest you can do the same amount of work in half the time or less.

Get into some good habits

- Take frequent breaks and use techniques.
- Keep a good blood sugar level to avoid highs and lows of energy, by eating slow-release foods like multi-grain bread, porridge, nuts and vegetables.
- Drink lots of water. People often underestimate how much hydration helps!
- Think about when and where you work best.
- Keep active. Even a short walk will do. Exercising is one of the quickest and most effective ways to de-stress.
- Try to get about 8 hours sleep a night.
- Find activities that help you relax. Maybe it is a hot bath or watching a TV show. Schedule this into your timetable.



Get support from friends and family

- Do not be put off by friends saying that they are doing huge amounts of revision. One of the key reasons people feel exam stress is due to comparing themselves to others.
- Discuss with your parent/carer what they are expecting you to achieve. It is helpful to let them know what you think you have the capacity to achieve, so there is less pressure.
- If you are feeling really worried or anxious, chat to a good friend, family member, or teacher.

COLLEGE NEWS

SIXTH FORM NEWS

AN INTRODUCTION TO THE SIXTH FORM LOWDOWN BY BEA PHILLIPS (12ABR)



What is 'The Sixth Form Lowdown'? I hear readers asking, I can answer that simply for you. The all-new article devoted to spreading the Sixth Form's goings on, essentially the 'low down' on the busy lives of us Sixth Formers.

Overflowing with the opinions of the students that make up our Sixth Form and the teachers that are pushing us towards the finish line of secondary school. In these articles, I hope to encapsulate the atmosphere of Sixth Form. In a year like no other, readers can peer into the our experience, fully understanding the trials and tribulations of students, but also our innumerable accomplishments and strength as a community.

I'm Bea, the writer of 'The Sixth Form Low Down' and as your source of all things Sixth Form, it only seems appropriate to introduce myself. I'm a passionate English Literature student and devoted member of the Sixth Form newsletter team. Using my love of written words, I hope to inspire interest in what happens within college. Providing an opportunity to express some of the overlooked thoughts and opinions within our part of school, being able to communicate them to you in an effort to showcase the massive body of teachers and students that make up our community.

Feeling motivated by the enjoyment of writing for our much smaller 'Sixth Form Times' I wanted to see how far I could push journalism within the confines of Year 12 and 13. Initially there was a brutal question I had to ask myself as a writer, *is there anything worth writing about?* Within seconds I answered my own question - yes!

Besides all the different opportunities that allow us to be more independent, there are hundreds of individuals all with their own opinions on what being a Sixth Former really is. As a Year 12 student, I've only experienced a small step in this two-year journey, but I feel this provides the once in a lifetime chance to document the progression of us all. Despite continuous disruption as part of COVID 19's ripple effect, 'The Sixth Form Lowdown' is my attempt as writer to capture what is important to us as Year 12 and 13's.

As someone who has always been an advocate of student's self-expression having the ability to comprehensively document our experience is extremely important. Spanning across topics of what we plan to do after Sixth Form, to the intense pressure surrounding exams, my mission is to leave no stone unturned. The highs, the lows, and everything in-between, each aspect equally important to one another. This is 'The Sixth Form Lowdown', the student centric article and the window into the life of a Sixth Former.

Sixth Form Key Dates

Year 12 Wales Geography Field Trip	Wednesday 2 March - Saturday 5 March 2022
Year 13 Mock Exams - Window 2	17 March - 31 March 2022
Year 12 Monitoring Point 2 sent to parents/carers	Friday 1 April 2022
Term ends	Friday 1 April 2022
Staff Training Day (College closed for students)	Tuesday 19 April 2022
Term starts	Wednesday 20 April 2022
Year 12 Exams	3 May - 13 May 2022
Year 13 Monitoring Point 3 sent to parents/carers	Friday 6 May 2022
Year 12 Online Teacher Feedback Event	Monday 27 June 2022
Year 12 Parent/Carer Destinations Evening	Tuesday 28 June 2022

COLLEGE NEWS

STRANGER DANGER

STRANGER DANGER

Now that the winter, and associated darker mornings and nights are well underway, the College staff would like parental support in raising awareness of 'stranger danger' and general safety to and from school for our students.

Relevant messages will be reinforced in school, however, we ask parents/carers to speak with your child, of the importance of not speaking with, or engaging with strangers and to report anything they feel is suspicious to both yourselves, the Police and the College at the first opportunity.



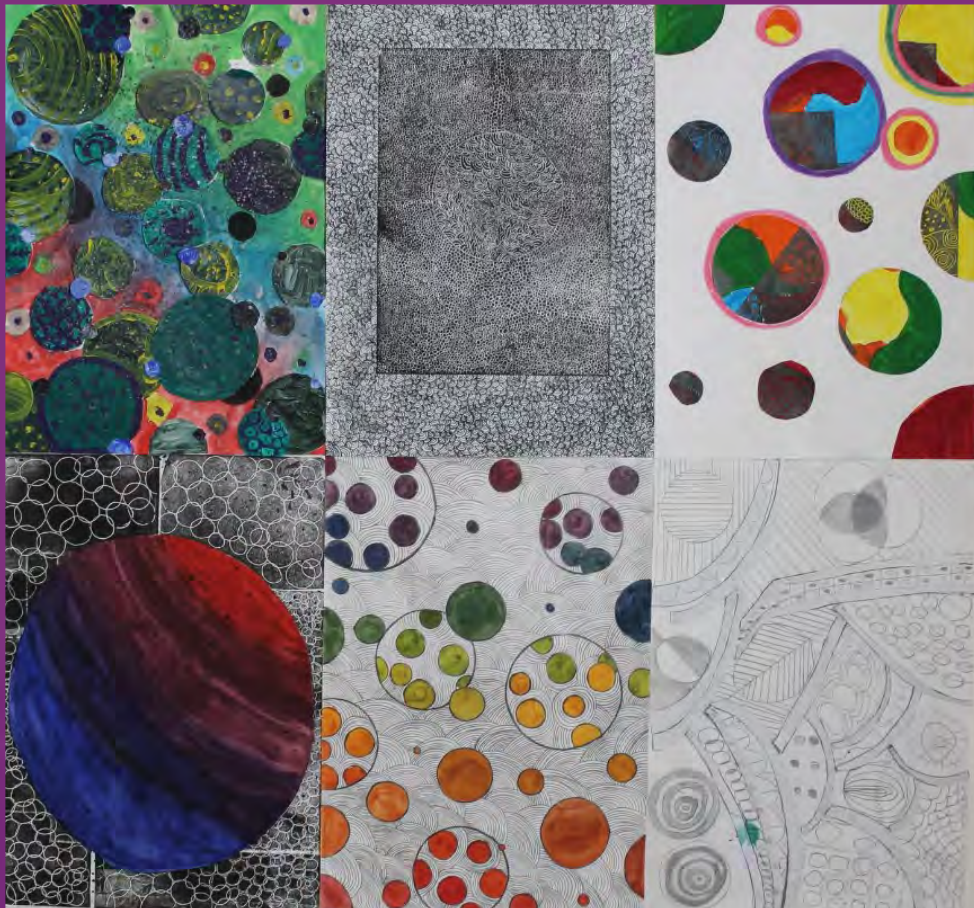
YEAR 7 ARTWORK

'In Year 7 our students are working on creativity, what it is and how to develop it. They have developed their skills in several different media trials, starting with shading, mark making, collages and how to create colour by using water colour paint in a controlled manner. They then tried out card printing and learnt about low and high relief work, exploring it's ancient origins and producing their own examples.



They then went on to learn about composition in art and how to create a good, balanced composition. Finally, our students designed their own final piece of art, using a choice of any of the techniques they have learnt, to create their personal compositions. This particular class set is an incredible example of how creative, imaginative and skilled Year 7 have been. They have combined techniques and their final results are stunning.....'

MRS L MITCHELL



COLLEGE NEWS

HISTORY: LESSONS FROM AUSCHWITZ

Year 12 History students have completed some lessons through the Auschwitz scheme, run by the Holocaust Educational Trust. Students took part in three online seminars, where they learnt more about the history of the Holocaust and listened to personal stories of a number of survivors. Students were asked to share their findings and inform others of what they had learnt.

Here are two written examples of student's reflective statements:

WRITTEN BY ELLIE-MAY DAWKINS (12BZA)

'My experience with 'Lessons from Auschwitz' provided me with a great insight into what it was actually like during the Holocaust. This course allowed me to expand my knowledge and go in more depth than we go into at school. At the end of my course, I hoped to be able to provide information for those around my school and local community. I aimed to do this through a PowerPoint which can be shared around schools.



The Holocaust can be defined by 'the murder of approximately 6 million Jewish men, women and children by Nazi Germany and its collaborators during the Second World War.' The particular use of 'murder' is intentional as it highlights the fact it was unlawful and goes against all good morals. To fully understand the Holocaust, we need to remember that everyone involved was an individual who lived a normal life up until then. This includes the perpetrators.

Looking at witness testimonies is a great way to ensure we hear first hand experiences of before and after. Whilst on this course, I looked at Kitty Hart-Moxon. She lived through the Holocaust and shared her experience into what life was like before and after. Before the Holocaust, Kitty had

fond memories of growing up. Her mother was not always around as she taught private English lessons. Her father studied law in Vietnam but never pursued it as a career. When talking about how well Jewish people had integrated into society, Kitty was not focused on their religion, more so their political beliefs. This shows how in society, Jewish people were not defined by their religion. Before the Holocaust, Kitty said that she did not experience antisemitism, and when she did it had to be pointed out to her as she was unsure what it was.

One of the major, or most known, components of the Holocaust was Auschwitz-Birkenau. This was a concentration camp where 1.3 million people were sent and 1.1 million died. We need to remember that behind that number of 1.3 million, there are individual people with different stories. Before the people even arrived, they experienced a dangerous journey, being cramped on a train. At arrival, an SS guard would go through and decide who was fit enough to work. If they were not, then they were immediately sent to be killed. This included children under the age of 14. When they were living in the camp, the conditions were dirty and overcrowded. There was minimal food and drink. However, there were some acts of resistance. Even as simple as sharing home cooked recipes.

We are the last generation to hear live witness testimonies. It is our job to keep their stories alive and share them with others and future generations. This course has not only provided me with the knowledge, but the tools to do so. By completing my next steps project, I worked with a fellow student, and we created a PowerPoint to be shared amongst Year 9's and 10's. This allowed us to effectively and efficiently spread information to many Tutor Groups. I would say that this went well, as we ensured to follow the guidance provided to us as help.'

COLLEGE NEWS

HISTORY: LESSONS FROM AUSCHWITZ

WRITTEN BY TIFFANY CHAN (12LST)

'Lessons from Auschwitz' gave me a further understanding of the moment in history where the Nazis showed their hatred, discrimination, racism and antisemitism to the Jews and other minorities. This was a time when approximately 6 million Jewish men, women and children were murdered. During that time, rights were stripped away from Jewish citizens. It is surprising to learn that discrimination had started even since Medieval times.

During the Medieval times, Jews were blamed for killing Christ, it involved violence and taxation, nonsense that is not related to them at all. It was a strong religious hatred that led the antisemitism in the modern world. Moreover, the loss of World War I was also blamed on the Jews. Despite the fact that many Jewish soldiers fought in the war for their country, this was cast aside and forgotten. The thoughts of being stabbed in the back by the Jews was nailed into their thoughts. Yet, there were some Germans that remembered the sacrifice and did not approve of the ideology.

During the Second World War, Nazis came into power, portraying Jews in a simplistic and deeply malicious way, with propaganda designed to marginalize the hate against Jews. Gay men were persecuted, in 1933 to 1945 and concentration camps began to rise across Europe. 50,000 men were imprisoned and the death rate was around 65%. 250,000 minorities such as the vulnerable with disabilities were murdered.

The figures were higher than expected. In Krakow, Poland: the Jewish population was 3,300,000, when under occupation on 1st September 1939, the Nazis introduced anti-Jewish law. Ghettos were created, and by the end of the war, over 90% of the Jews were murdered, that is around 2,970,000 people. The figures carry on: in Yugoslavia, Zagreb, the population was 82,000. Germany invaded in April 1941. Jews had been sent to Auschwitz-Birkenau since 1943, only 7,000 Jews were left after the end of the war.

Prague, Czechoslovakia: the population before the war was 350,000, Germans invaded the Czech in March 1939, again they introduced the anti-Jewish laws. In September 1939, the Nazis forced the Jews to wear a yellow star for all people over the age of 6. In late 1941, Jews were sent to the Ghetto.

To this day, many testimonies were given to us by the survivors of the Holocaust, they would have seen the Auschwitz-Birkenau. We heard speakers such as Eva and Kitty, and there are a lot more out there, waiting for us to listen and understand the world as it was before.

I believe we all need to know the dark moments in history, when the Nazis decided to carry out genocide against Jews and the minorities. It is hugely significant for all people, and all the world to know, to acknowledge the reasons, the causes and understand why Hitler led the Nazis to his idea of success.

As someone who has a deep understanding of the Holocaust and Auschwitz-Birkenau. To this modern day, no more of the racism, antisemitism discrimination should be carried out any further. I will always remember and share my experience, the statistics and facts with others.'



COLLEGE NEWS

CURRICULUM EVENTS

YEAR 12 BUSINESS



By Olivia Curran (12ARH)

'During the Autumn Term, a member of the Evergreen Trust, a non-profit charity based in Stamford, visited Arthur Mellows to talk to Year 12 Business students to introduce their organisation. The visitor explained to the students how and when the organisation was founded, details about the charity; what they do and who they help, whilst also summarising their communication strategies.'

In 2007, the Evergreen Trust became a registered charity after its founder, a former nurse, formalised the voluntary activities she was undertaking to help elderly and vulnerable people within the community. The Trust continues to promote positive attitudes towards the elderly; offering practical support for all aspects of day to day life, whilst building relationships between those needing companionship. It was an interesting insight into a local charity and how they are run. The Year 12 students will continue to explore further business organisational structures.'

YEAR 13 YOUNG DRIVERS PROGRAMME

'On 8 and 9 February 2022, we were very excited to welcome the Road Safety Officer from Peterborough City Council, along with representatives from the Police, and Fire and Rescue services to deliver a Young Drivers Programme to Year 13.'

As part of this programme, students attended two sessions with their Tutor Group which aimed to raise awareness of the risks as a young driver or passenger, and what to do if they are the first person at the scene of a Road Traffic Collision.

This programme has been held at the College for a number of years and has always proven to be engaging, informative and a valuable part of our Professional Development.'

Mrs Clennett



COLLEGE NEWS

SPORTING NEWS

Year 7 and 8 Netball

The Netball League for Year 7 have finally started, feels like it has been a long time coming. The girls have been really committed to training and we are hoping all their hard work will pay off over the season. The Year 8s have played their first match since being at Arthur Mellows, as Covid restrictions in schools has meant that inter-school competitions were impossible last season.

Year 7 and 8s have both played against Hampton Gardens and The King's School. Both were victorious in their first game against Hampton, but neither came out so well against King's. The King's School reputation went before them, and the girls folded under the pressure – both Year 7 and 8 losing.

We get the opportunity to play them again in the Peterborough Tournament in March – so we will be training hard for a come-back and to make amends. Next week – the Year 7 A and B squads have a fixture against Bourne Academy so we wish them luck.

Year 7

A squad – Holly Halstead, Nola Bates, Macie Giddens, Amie Smith, Florence Copland, Isabella Weston, Ruby Hogg, Maisy Plant, Isabella Frew.

B squad – Alexa Fortune, Lucy Thompson, Isla Young, Sarrinah Shahzad, Sofia Peterson, Katy Gasston, Isabella Lynas, Amelia Ford.



Year 8

A squad – Grace Richardson, Grace Ayres, Emmy Braband, Charlotte Muamba, Katherine He, Olivia Hamilton, Patience Townsend, Lucy Markham, Sophie Smith.



CELEBRATING THE SUCCESS OF NETHERTON UNITED FC PRODIGY, COURTNEY CLARKE (10VCH)

Fantastic news for the club as former girls player Courtney Clarke played on Tuesday 1 February 2022 for the Young Lionesses at U16 Level against Portugal. The game was in an international development tournament currently taking place in Portugal.

Courtney started her footballing Journey at Netherton United aged 8 years old where she played in the U10 team. Along with her team mates her girls squad had five very successful seasons before she departed at the end of her U14 season which saw her eventually sign for Arsenal before breaking into the international team.

Tony Blood, current Netherton U8 boys manager, who coached Courtney from U10 through to U14s said "I am extremely proud of Courtney and the level she is now playing at, she undoubtedly has a very successful career ahead of her. From the age of 8 it was clear to see that she was a very gifted player and it was an absolute joy to coach her and watch her play. I wish her every success for the future." Courtney will next be in action for the Young Lionesses on Friday 4 February against Germany. The Netherton United FC family wish Courtney every continued success with her career and is a testament of what can be achieved from humble grassroots beginnings.



COLLEGE NEWS

SPORTING NEWS: YEAR 8 AND 9 FOOTBALL



Both Year 8 and 9 Boys football teams made it through the Peterborough Schools Finals that took place recently at Hampton Gardens (HG) and Nene Park Academy (NPA) respectively.

The Year 8's (pictured) came up against a strong Nene Park Academy team. It was an even contest throughout and was eventually settled by a single goal – unfortunately for NPA. The boys did all they could to draw level coming close on several occasions and even hitting the woodwork multiple times. The same squad of players has recently made it through to the quarter finals of the county cup with the tie to be played after half term.

Our Year 9's were involved in a 10 goal thriller, again against Nene Park Academy. Having lost availability of a couple of players (including their goalkeeper) in the days leading up to the final, the boys put on a display to be proud of.

In the early stages of the game it's fair to say both attacks were on top and they found themselves 4-2 down. Following a couple of substitutions, a comeback was made bringing it back level at 4-4 and leaving the game in the balance. However a questionable penalty was then given against the boys and they found themselves behind once more.

Whilst pushing for an equaliser in the late stages NPA broke away to put the game beyond doubt leaving a final score of AMVC 4-6 NPA.

Goal scorers: Freddie Parker, Ashton Addinall, Ethan Thandi, Lewis Zielski.



TERM DATES 2021/2022

Half Term	Monday 14 February to Friday 18 February
Ends	Friday 1 April
SUMMER TERM 2022	
Training Day 4	Tuesday 19 April
Opens	Wednesday 20 April
May Day	Monday 2 May
Half Term	Monday 30 May to Friday 3 June
Ends	Thursday 21 July

LATE BUSES RUN ON TUESDAYS AND THURSDAYS

TUESDAY ROUTE

Newborough, Eye Village,
Eye Green, Thorney

THURSDAY ROUTE

Wittering, Ailsworth, Castor

**STUDENTS SHOULD BOOK THEIR
SEAT AT STUDENT RECEPTION
ON THE DAY,
BEFORE 1.30 PM**



Duke of Bedford Primary School

Wisbech Road, Thorney, Peterborough PE6 0ST

Telephone: 01733 270243

Fax: 01733 271004

We are currently looking to recruit additional governors at The Duke of Bedford Primary to support the growth and development of our fantastic school. I am passionate about high quality learning and am striving to provide the very best for the children in our village school and would welcome additional governors to help to move us forwards on our journey. As a relatively new Headteacher to Thorney, we are embarking on exciting change and developments.

The role of a governor involves attending a number of meetings across the year, reading documents and providing support and challenge to the school. You do not need previous experience as a governor as training and support would be provided. The role is rewarding and is an opportunity to give back to the local community. We are a friendly team and would love to hear from you if you feel that you are interested in the role - please contact Mark Cowdell, Chair of Governors at chair@dukeofbedford.peterborough.sch.uk for further information.

Yours sincerely,

Mrs Pinguenet
Headteacher

PARENTAL CAR PARKING NEAR THE COLLEGE

We politely request that parent/carers do not block local residents' driveways when waiting for your child in a car near the College. We have had several homeowners contact the College, who live in and around Beech Road.

We ask that you are mindful of Glinton residents and also do not park on the double yellow lines on Helpston Road. Please park courteously and limit your impact on the village at drop-off and pick-up times.

Thank you for your understanding.