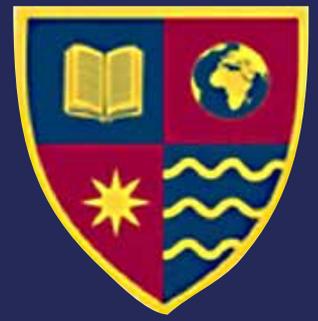
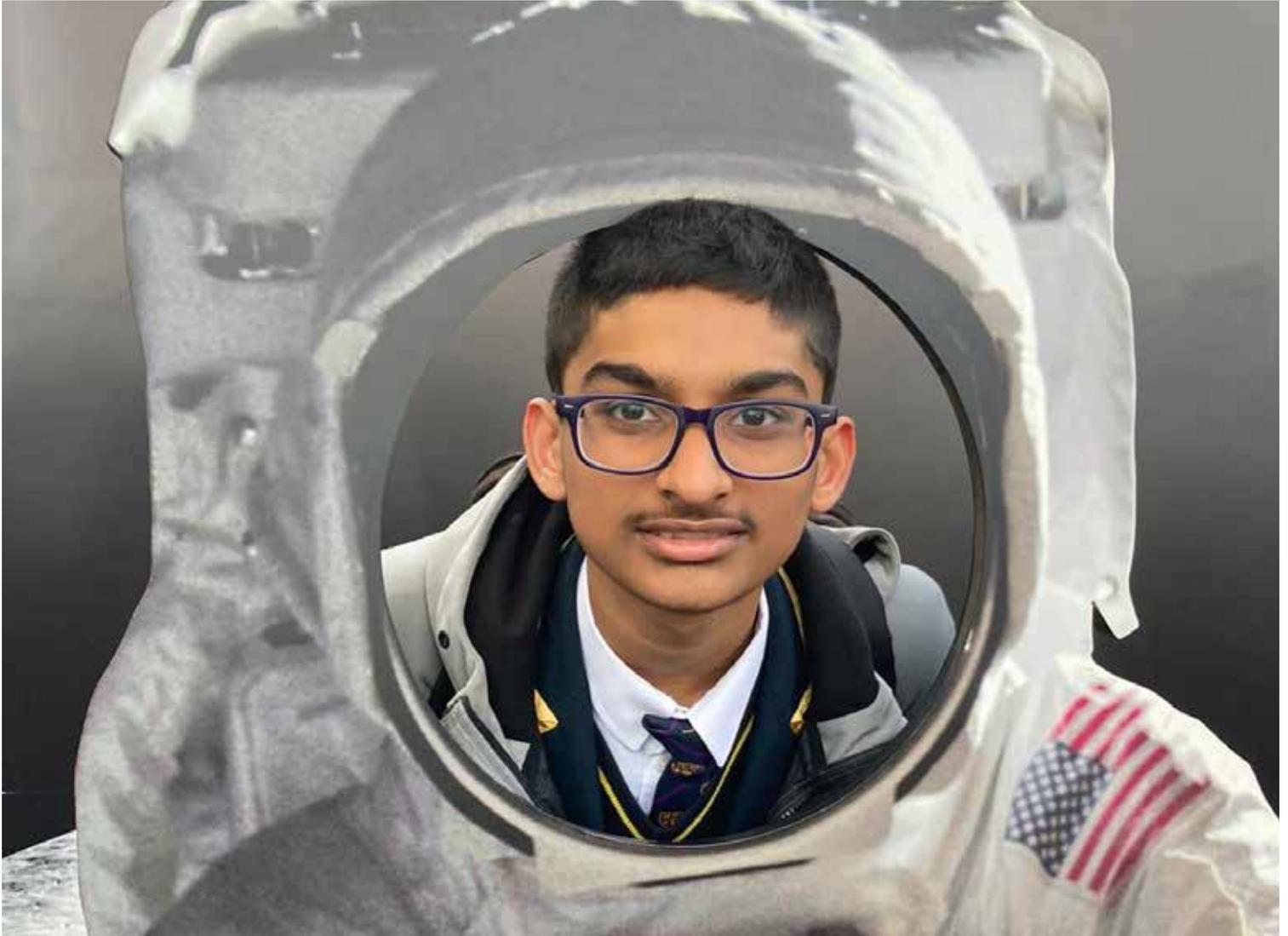


# Biddenham E-Newsletter

Sixth Edition



## Trip to National Space Centre



This term, a group of Year 9 students attended a trip to the National Space Centre in Leicester, which is a museum and educational resource covering the fields of space science and astronomy, along with a space research programme.

Students learned about what it takes to become an astronaut and what makes spaceflight possible through a number of workshops held at the centre.

Continued inside

**The latest news from Biddenham  
International School & Sports College**

# Messages from our Principal

## David Bailey

Dear all,

Welcome to our end of term newsletter, which showcases much of our activity, work and events since our return in September.

This has been a far more normal term with most activities being reintroduced as we inch our way back to normality, but there is no quick fix and although we have not come close to what has been defined as an 'outbreak' (some schools have).

As I write we have had 81 cases of COVID including 4 staff members since September - all missing between 6 to 8 days off school - depending on where the weekend fell.

However, we have managed to hold adapted Open Evenings for both main school and Sixth Form, reintroduced hot food for all (and cashless catering), and had internal and external exams take place.

We have also had rehearsal's for our Carol concert and Musical production taking place as well and still managed to have them as face to face events alongside our Sixth Form Awards evening.

At the moment adapted exams are due to take place in the summer and we are preparing our Year 11 and 13's for that, whilst ensuring, as we did last year, we are evidencing the levels students are currently at.

Obviously, with the advent of Omicron we are taking every precaution and it is still hard to predict what will happen as we continue to live with the spectre of Covid - but the objective has always been to get back to normal provision, whilst still ensuring our students are looked after in terms of their physical and mental wellbeing.

Incidentally our students have been hugely supportive of this effort and have got behind everything we have asked them to do in this respect.

So, a big thanks and well done to them.

Thank you, as parents and carers, for your ongoing support in these challenging times and may you all have a healthy, happy and safe Christmas break.



David Bailey

A handwritten signature in black ink, appearing to read 'David Bailey'. The signature is stylized with a large, sweeping initial 'D' and a long horizontal line extending to the right.

# A message from our Head of School Eleanor Grylls

Dear all,

This Autumn term it has been fantastic to work with all of our students, from the youngest to the sixth form as we have all settled back into the rhythms of school life.

Students have had positive attitudes to their learning and lessons and have worked well preparing for assessments.

This year, there has been much more of the hustle, bustle and enjoyment of learning and life that are key ingredients of a happy and healthy school community.

Students have continued to utilise the technology supported by chromebooks in lessons in school, to access a full, varied and engaging curriculum, and we have retained the lessons learned from remote learning last year, to be able to provide access to lessons for those needing to self isolate as a result of Covid.

We have been able to offer a much fuller extra-curricular programme and range of trips including visits to art galleries, a textiles exhibition, the England vs Canada women's rugby match, a Geography field work residential, a range of STEM (Science, Technology, Engineering and Maths) activities, a Ready2Lead programme for sixth form students and a trip to see Alice Reid (an ex-student) in the West End production of 'Prince of Egypt' to name a few.

This newsletter is a way of sharing some of these experiences and the wonderful achievements of the students this term. We are incredibly proud of them and hope you enjoy reading!

We move into the end of term with our sixth form leading the 'Christmas in a box' appeal as in previous years and a Christmas jumper/non-uniform day for charity on the last day of term. So there is lots to keep us busy.

With the emergence of a new variant of covid, it is really important that we continue to be careful and vigilant with our safety measures.

Thank you so much for your patience and support with this, as ever.

However, let's hope that this year as we move into the Christmas break that we are able to power down and enjoy a well deserved rest with family and loved ones.

Eleanor Grylls



# Geography

## Year 11 - Punting in Cambridge

Trips are back and in full force.

The Year 11 Geographers were finally allowed to experience some real life fieldwork and teaching outside the classroom in over 2 years!

The students took a trip to Cambridge to study the urban area and how this has been redeveloped over the past 50 years.

Students started the trip conducting a series of surveys and questionnaires in different areas of the city, looking at land use and people's perception.

In the afternoon the students had a guided tour along the River Cam on punts gaining some amazing background information about the city itself.

Some students were sceptical about the punts but by the end of it were loving it.



## KS3 Geography Challenge Club

After a long break due to Covid restrictions the KS3 geography challenge club is back up and running. Students in year 7 and 8 have been working hard on conducting a biodiversity survey of our school, analysing the data, and creating a plan to increase the biodiversity on the school site.

In addition to this they are starting the 'ultimate geographer challenge' where they complete a series of challenges to achieve bronze, silver, or gold status.

Keep an eye out for any students with the geography badge, or a badge of the world, and ask them about what they're currently working on for geography club.

# A Level Geographers trip to Swanage

The A Level Geographers have been eagerly awaiting this trip to Swanage, they have been planning and preparing for the NEA investigations.

The Year 13 students had each planned their investigations based on a topic of their choice. This year we had a range of different questions looking at both human and physical geography.

The Year 12s were yet to experience fieldwork and encountered both human and physical fieldwork opportunities and were able to see an iconic landform of Durdle Door.



# Science

## National Space Centre Trip

This term, a group of Year 9 students attended a trip to the National Space Centre in Leicester, which is a museum and educational resource covering the fields of space science and astronomy, along with a space research programme.

The students engaged in multiple activities throughout the day, one of these included learning what astronauts are required to do in order to go to space.

Astronauts will spend many hours learning information in a classroom as well as handling space equipment.

They train for space walks in a huge water tank known as the Neutral Buoyancy Laboratory.

Part of their training also involves going inside a plane which flies up and falls down to replicate the feeling of weightlessness, which allows them to experience zero gravity.

Another activity enabled them to learn about how space suits have to meet certain specifications for all potential situations when in space.

The suits have to be able to protect astronauts from extremely high and low temperatures, shield them from radiation and other unnatural conditions or occurrences that may take place in space.

The final session was a workshop lesson where the students learnt about how rockets work.

Rockets are propelled by the theory that movement can be achieved when an object is pushed with a force stronger than the force of gravity.

The students thoroughly enjoyed their trip and many came out with lots more knowledge than they went in with!

Yuki Turner  
Year 9

By far the Space Centre trip has been one of my favourite trips set up by my teachers.

There were so many different activities, galleries and exhibitions to see covering all aspects of space, like the believable and unbelievable!

The Big Bang, Star formation, Universe Expansion, Astronauts' Roles and even more information about how humans have taken a step further to widen our knowledge and reach in this universe.

It was a wonderful learning experience and a great way to start up the trips this year and accommodate my learning for this year and the future to come.

I greatly appreciate the time put aside by my teachers to set up this trip for us and I couldn't repay the benefits and enjoyment I gained from this."

Hala Elab

Year 9



# Spaceport Workshop

A class of year 8 students recently engaged in the spaceport workshop, which was a science opportunity organised by Lockheed Martin.

It involved the students learning about rockets and airplanes.

They chose the groups that they wished to work in and decided what type of airplane or rockets they wanted to use.

To do this they needed to examine cost effectiveness, and whether the launch would have a negative effect on the ecosystem.

After they began their initial planning, in which they needed to consider whether to send the machine up vertically or horizontally, alongside what materials and equipment that they would need in order to make the vehicles the groups had chosen.

They also needed to discuss what location they could use to launch the rocket or airplane from.

One of the most difficult things the students found to decide on was how the materials and equipment they needed would be transported.

An example of this that everyone seemed to struggle on was rocket fuel, as they also needed to consider how the fuel could be stored.

After all the groups had detailed the location of their engine test, radar station and launch pad into booklets along with scientific explanations behind each decision, they calculated the final overall cost.

The winning group spent £8209 on their project, and most groups had a similar value.

Then the plans were presented to Mr Shakoor and the other teams.

After everyone had presented their plans the judges discussed and chose a winner.

The winning group was Madeline Aitchison, Sophie Burke, Pavithra Reddy, Marcelina Siecinska and Erin Tolmie.

The students said that they thoroughly enjoyed the workshop. Sophie said her favourite part was “engaging in an exciting science project with my friends”.

Madeline Aitchison  
Year 8

# Biddenham STEM Project Competition

On 20th October, I hosted the Biddenham STEM Project competition celebration event.

It was an afternoon that was designed to celebrate the STEM projects that local primary schools in Bedford have been creating over the past few months.

Each school produced videos in three different categories: Year 1 and 2, Year 3 and 4 and Year 5 and 6.

In the first category, 'Year 1 and 2', the runner-up was Livingstone Primary, who built a model of a pond habitat.

The judges thought this was good because, not only did they talk through the pond habitat including an example food chain within this ecosystem, but they gave lots of other example habitats too.

The students also helped each other with their reading too. The winner in category 1 was Priory Primary, who made a tent for a teddy bear.

The judges enjoyed this project because they shared the success criteria that they followed, the students took turns speaking, predictions were given and they explained how their test was fair. The video also finished with lovely poems written about each tent

In the second category, 'Year 3 and 4', the runner-up was Scott Primary, who made a very well-edited video about their balloon car experiment.

They included introductions, videos of discussions, variables, predictions, adaptations to the method and explanations of why it didn't work.

It was a wonderful method, and hopefully next time it will work!

The winner in category 2 was Livingstone Primary, who wrote and performed a fantastic rap about the eatwell plate.

The judges loved the rhyming and the actions.

They all took turns doing a verse and the slides behind them were great.

In the last category, 'Year 5 and 6', the runner-up was Queen's Park Primary, who told a story about a gingerbread family wondering what to make their boat out of.

The students used nice, confident voices when narrating their clear results. It was a very exciting story and a wonderful project.

The winner in category 3 was Edith Cavell, who explained their parachute experiment extremely clearly thanks to some very confident speakers.

The students spoke about their independent and control variables, gave a hypothesis with forces mentioned and then we got to see how they did the experiment with a scientific explanation.

After presenting each runner-up and winner with their award, we watched their videos.

Mr Shakoor

# PHSE

## UK Parliament Assembly

During PSHE on 9th November, we hosted a Google Meet for nearly thirty students, with Jasmine Lossasso, the UK Parliament's Outreach Officer for the East of England.

With our ability to work virtually, we have discovered wider opportunities to access employers from around the country. Jasmine spoke with the students for 50 minutes, on how to engage with Parliament, how to get their voices heard and about how Parliament works.

The session covered:

- An introduction to how UK Parliament works
- What Members of Parliament (MPs) do
- The work of the members of the House of Lords

The session was linked to our PSHE curriculum and British Values, it was really interactive and politically neutral.

The students ranged from years 7 to 13, with all students having an opportunity to answer questions throughout the presentation and take part in a Q&A at the end.

We are always keen to run employer engagement opportunities, offering representation to our students from a wide range of different employers.

If you personally, or someone in your business would like to offer to run a session virtually or in school, please email [cathy.eckett@mybiddenham.com](mailto:cathy.eckett@mybiddenham.com)

## Careers Education

This half term our PSHE curriculum has been focused on Careers Education, much of which we have completed using Unifrog.

An in touch message went home to enable parents to access the Unifrog Platform, so parents can engage with the latest labour market information and the wide range of careers available to their child in the future. So far we have 29 parents signed up to the platform.

This half term the majority of students have accessed their account on Unifrog, through their PSHE lessons.

## UCAS Applications

This term has seen the sixth form students working through their university applications. There are currently 75 students writing applications to go off to study at degree level, four students have applied to Oxbridge universities and two for medicine.

Staff have been working tirelessly with the students to prepare their personal statements and references and hope that the students will be successful as in previous years and secure places at either their first or second choice universities.

# Business

The year 12 Business students explored the finance district in London, looking at some of the iconic buildings including the Bank of England, Shard and the Gherkin and to learn more about how business works in the real world.

In the afternoon we had a Business tour of Stamford Bridge the home of Chelsea football club, students got to go in the changing rooms, press room and run down the tunnel as well as learn about the success of Chelsea as an organisation.

A great day had by all despite the rain!



# Raising money for cakes

This term the Senior Prefect Team has had a very successful time fundraising for Cancer Research and Children in Need.

This was through bake sales, both of which went well in spite of the covid restrictions which meant that sales were limited to Sixth Form, year 7 and 8 only.

The grand totals raised were £100 for Cancer Research sale and £87.87 for Children in Need.

The Prefect Team worked extremely hard on these projects as the sales were the first events they had to organise since their appointment to the roles.

This hard work was worthwhile for two incredibly important charities and also because it enabled the team to connect with all of their own year group along with our youngest students.

These events had a more favourable outcome than the team could ever have imagined they would, especially since they were the first ventures into the world of senior school leadership.

As a team we are incredibly proud of what we have accomplished and hope that the triumph of the Cancer Research and Children in Need sales bode well for our future projects in the year ahead.

Hopefully, the next fundraiser can be equally as successful and include the rest of the school as important events such as these should involve all in the Biddenham School community.

Matilda Crafter  
Head Girl



# Ready2Lead

Ready2Lead was a conference held in Bedford exclusively for Year 12 Sixth Form students.

The purpose of this, like the name suggests, was to help broaden our leadership skills.

The Harpur Trust helped to organise this and provided us with a great opportunity to have an impact on our world.

The first conference was held in October 2021.

It consisted of two guest speakers who spoke about their own life experiences and how they believe that we can surpass our own expectations of ourselves and can be successful in creating a project that can help to eradicate world problems.

Amani Simpson (the first speaker) mentioned how he had previously been a victim of knife crime.

He explained how this stimulated a change in how he perceived his life, leading him to create a short story to raise awareness of this.

He achieved his goals of reaching out to young people and made a positive impact.

Throughout the presentations we were divided into groups, integrating with students from other schools. This broadened our interpersonal and communication skills.

These presentations were used as examples and inspiration for what the results of our projects could be.

At this point we were introduced to 17 Global Goals - created by world leaders - these topics guided us to develop a project to tackle the selected goal.

The second session was held remotely in November 2021.

Of course this made it a bit more difficult to communicate with other members of our team, but we were able to speak to students of other schools to discuss the plans we had.

The purpose of this was solely to improve our body language and presentation skills.

We then had a deadline 10 days later to have a full project made aimed at least one Global Goal.

Since there were 8 of us, we had to split the population of Biddenham students at the conference into two groups; one group of 6 and another of 2.

The group I had worked in included 6 females: myself, Hanifa; Khadija; Alisha; Joverea; Zaynab; and Fauzia.

Our campaign was called "Clean4Change" and we aimed for the Global Goal Life on Land.

We launched the campaign locally and in school by raising awareness of the effect of littering on the environment.

Initially we created a litter picking society within school, recruiting students from all years to contribute.

This encouraged others to dispose of their waste correctly.

After many group meetings, we decided that it would be best to branch outwards via city councils.

We managed to get in touch with multiple local authorities e.g. Brighton council to litter pick and help clean up the beach.

This is a project we hope to complete in the future.

However, we did not just litter pick, we spoke to our sixth form during assembly to discuss the negative impacts we are having on the Earth.

Also our “Litter Picking Society” has been educating students on the best ways to dispose of rubbish and how we can make small changes to reduce the production of non-recyclable litter.

The second group was made up of 2 females and 1 male: Elisha; Mehak; and Milosz.

They worked together to construct a donation drive for revision guides and resources to support those students that are less fortunate.

They encouraged sixth form students and others to bring in old revision guides and textbooks to donate to younger years.

This worked well as it was low cost and has a positive impact by aiding students that cannot afford these resources.

his group targeted the Global Goals Quality of Education as well as Reduced Inequalities.

Before going ahead with the programme, they conducted research by sending out a survey to students of year 9 to 11.

Based on the responses, they launched the donation project and presented it in a year 9 assembly to make students aware of the extra educational support they have from the Sixth Form.

We then had to make presentations and record ourselves to send. After we did this, the directors of Ready2Lead chose teams to present.

Ironically, Simon had chosen “Clean4Change” and a group from Kimberley College called “Age is Just a Number”.

This meant that the group I worked in had to present our project in front of a group of 70-110.

Although this may have seemed overwhelming, it actually felt empowering and liberating to express our thoughts, talking to others about why our campaign is important.

This took place in the Celebration Ceremony that was held recently on the 1st of December.

Here we got to introduce ourselves to others, make new friendships and in some cases reunite with old friends. Added bonuses included the brownies and other bakes available!

On behalf of the Biddenham International School students who were able to participate in the Ready2Lead programme, I would like to say that we are all appreciative of this as a conference that is able to refine our leadership and team skills.

We all feel more confident of ourselves and the impact we can have on our environment.

Not only were we able to make new friends with people our age from other schools, but we were able to speak to inspirational people who encouraged us to surpass the predetermined limits that we had envisioned for ourselves.

The 8 of us all recommend that if you have the opportunity, to put yourself out of your comfort zone to take part in the Ready2Lead conferences.

Hanifa Begum  
Year 12



---

## Subject Exploration Classrooms

There are several google classrooms students can join to hear about opportunities to do with different study paths and careers.

These classrooms are for all year groups.

Please join whichever classrooms you are interested in:

Engineering: [syy26i2](#)  
Medicine/Dentistry/Veterinary Medicine [b6yxn3z](#)  
Healthcare Careers: [jbromof](#)

Anyone interested in Medicine/Dentist/Veterinary Medicine is also very welcome to come to Virtual MedSoc which meets at 3.30pm every Friday – the link is posted on the Medicine google classroom each week.

During this meeting we will learn about different hot topics of healthcare, you can take turns to present (if you want!) and you will get help with your application to medical school.

For anyone who is interested in attending university (any subject) please join this classroom for university-related opportunities: [beczgi3](#)

# Sixth Form Awards

The autumn term ended with a celebration of the achievements of last year's Sixth Form, year 12 (level 2 & 3) students and year 13 and 14 leavers.

Students received their GCSE and A level certificates.

In recognition of their achievements, students also received subject prizes and special awards; amongst these the Academic Excellence award went to Alfie Rusby, the Most Improved student award went to Kylie Howlett-Blair, Excellence for Special Achievement went to Nikko Turner, the Stephen White Memorial award went to Tasnim Khatun and Awards for Contribution to Sixth Form Life went to Emmanuel Asare and Sahar Houssani.

Students who won scholarships and bursaries were also recognised for their achievements.

They are all listed in a separate article.

It was a wonderful evening enabling us to celebrate not just the academic success of our students but their resilience which they have shown through the past two years.



# Bursaries and Scholarships

## The Harpur Trust

The Harpur Trust Charity started a Bursary Scheme working with 8 schools in Bedford to support up to 16 local students each year. The Charity provides these students with a bursary of £3,600 over 3 years.

Since 2007 the Harpur Trust has awarded over £127,000 to students from Biddenham.

Students who are eligible have to go through a lengthy and rigorous application process.

The Trustees at the Harpur Trust decide who will receive the awards.

This year, the three people received the award were:

- Zainab Ghyas - Aston University - Pharmacy
- Mohhamed Rafiq - University of Bristol - Gateway to Medicine
- Nikko Turner - Royal Holloway, University of London Film, Television and Digital Production

They were presented with their awards at a virtual ceremony in September.

## The Connolly Foundation

The Connolly Foundation Charity was set up by Michael Connolly in memory of his wife Kathleen.

One of the aims of the Charity is to 'give meaningful assistance to those in need...helping young people acquire new skills and qualifications'.

All Biddenham students who are in their final year at school are encouraged to apply for a Connolly Foundation Scholarship.

Since 2012 another staggering sum of £146,250 has been awarded to Biddenham Students!

Likewise there is a rigorous application process for these students.

Since 2015 these scholarship (the Main Awards) have been merits tested which means all students had to achieve A\*- B across their three A level subjects to be eligible.

Biddenham, have also been given the opportunity to award six discretionary Awards to our most deserving students who did not apply for the Main Awards.

This year a total sum of £9,750 was awarded to 13 of our most able and deserving students.

### Main Awards:

Maisha Ahmed -£1,000  
Fergus Armstrong - £1,000  
Emmanuel Asare - £1,000  
Simas Macys £1,000  
Robin Masih - £1,000  
Alfie Rushby - £1,000  
Djakha Diop - £750

### Discretionary Award

Muhammad Ali - £500  
Amisha Begum - £500  
Uzair Hussain - £500  
Alisha Iqbal - £500  
Anna-Ellen Kennedy - £500  
Raja Khaqan - £500

# The University of Leicester

We have had a long standing relationship with the University of Leicester through the support they have provided for our students as they prepare for the university applications.

Over time, the University has become a destination for a number of our students.

In 2019 our connections with the University of Leicester was taken to a new level when we became a Partnership School with the University.

This means that, along with other benefits, we at Biddenham can nominate one of our students who attend the University to receive an Award of £2,000 for their undergraduate study.

This year, 10 of our students have gone to study at the University of Leicester, so it was an extremely difficult decision to nominate a deserving student since they were all extremely strong candidates.

We narrowed it down to two students but it was still extremely difficult deciding between the two.

So, we dared to ask if they could both receive an award or if it could be shared between them.

We were delighted when the University decided that both students would get a full award.

Our nominations for 2021 were Tahrin Wakib and Maisha Begum

Maisha Begum - Always worked exceptionally hard and always with good grace, achieving excellent A level grades. She is now reading Law

Tahrin Wakib - Spent an extra year in sixth form initially to improve on GCSE results and made excellent progress ending up with fantastic A level grades! She is now reading Psychology.

They will receive £6,000 each whilst they are studying at the University of Leicester.



# Trip to Wadham College

On 13th September, a small group of year 11, 12 and 13 students attended a trip to Wadham College, Oxford University.

It is located in the centre of Oxford, at the intersection of Broad Street and Parks Road, and is one of the more modernised and informal colleges.

When we first arrived we waited in the courtyard to meet our guide, Hugh Munro.

There were renovations taking place in the north corner, where the building was being updated whilst maintaining its architecture.

The central archway opposite the entrance to the courtyard had three statues built into the wall.

The man portrayed at the top was created to resemble King James I, who was the reigning monarch when Wadham was founded.

The two statues below him depict Dorothy and Nicholas Wadham who founded the college in 1610.

Nicholas died in 1609 leaving his fortune to endow a college at Oxford.

His widow Dorothy, a formidable woman of 75 fought all claims from Nicholas's relations, negotiated the purchase of a site and drew up the college statutes.

She added considerably to the endowment from her own resources, and kept tight control of its affairs until her death in 1618.

The College was founded for men only and it was not until 1974 that the statutes were altered to allow the admission of women as full members at all levels; Wadham was one of the first Oxford colleges to make this change.

When Hugh arrived we walked across the campus to a small room where we would be completing a few workshops throughout the day.

First, we listened to a presentation on protein folding, given by a graduate of biophysics called Kat.

One of the students who attended this found the session “both interesting and challenging”.

In fact, when asked, all the students who attended thoroughly enjoyed learning about proteins in more depth, and said that Kat’s passion for the subject was clear.

After this, we were given a task called ‘the Prisoner’s Dilemma’.

This is a well known example of game theory that shows why two completely rational individuals might not cooperate, even if it appears that it is in their best interests to do so.

Two people who are convicted of a crime are given the option to remain silent or confess.

The best possible outcome is for both to remain silent, as this would give them both a lower sentence, but it is difficult to realise this because each person benefits singularly from confessing.

As a group, we found that most people initially agree to remain silent when they speak about it, but tend to confess to ensure that they aren't given the maximum sentence.

By this time, we had reached midday and walked to the cafeteria to have lunch, the food they served was delicious and we were seated in a clean and spacious room to eat and chat before we moved on to our next activity.

After everyone had finished their food, we met another Oxford student studying Classics called Evie who gave us a tour of part of Wadham campus.

She provided us with lots of historical information as we walked around and it was clear that she was very knowledgeable about the college.

She also took us to see the library, but unfortunately we were unable to look inside as the librarians were vulnerable to COVID-19.

Once the tour was finished, Evie escorted us back to our initial room to partake in some final workshops before we went home.

Hugh gave us a presentation on university applications and writing our personal statements, which was very beneficial and thoroughly enjoyed by the students.

One girl in year 11 said, "I liked the talk about personal statements and how to choose options, as they spoke about the type of work they entail, and linked nicely to job aspirations."

Finally, we were given a series of educational articles to read through, which gave us practice at skim reading to draw out key points.

These articles varied in topics, from an article on a recent scientific breakthrough, to one concerning the politics behind taxes.

All of these were interesting and also informative.

Whilst Wadham College maintains their high academic standards, they also thrive in a more informal atmosphere than most Oxford colleges.

They encourage diversity and independence, which are especially important in the modern age.

If anyone is considering applying to attend Oxford University, I would heavily encourage looking at Wadham, as they have an excellent academic reputation, an inclusive student culture, and a track record of accepting Biddenham students.



# Women in Engineering

Cranfield University postgraduate students lectures are underway again this year and the first session saw Zoe Ashford introducing the crest award project work and mentoring opportunities that the university of Cranfield is going to offer our students.

Crest is a nationally recognised scheme for student led project work in the STEM subjects.

Projects chosen by groups of students include ceramic jewellery, rocket designs and a futuristic pizza box!!

We wish them all the best with their projects!



# Women's History Network Prize

I wrote a poem about Chanel Miller.

A sexual assault victim, who became a survivor then turned thriver, which now tells her story and journey.

Even though her situation happened some years ago and one isn't usually seen as part of history until dead and she's alive.

Her case is a reflection of an issue that has been around for a long time, decades and probably centuries, and like most people I too probably didn't take it so seriously until I read her impact statement.

Not only did it change my way of thinking, like many others, but it also inspired me.

It made me interested in the clear present issue in society and not only that but it also made me proud of someone that I really don't personally know.

Finally a modern day woman stood up not only to herself but for many, many others she didn't allow something so 'impactful', 'hateful' and 'oppressful' to change her life, future or happiness but instead made a book/memoir (know my name) out of it and brought light to the issue and made a name of herself.

That is why I think that even though she's healthy and alive she needs to and deserves to be part of women's history.

Stephanie Omorogbe

## Assault, Brock and Miller

Hearing about Brock and Miller  
Was quite a thriller  
Heard bout 'assault' and 'unjust'  
But I feel it was a must

Assault. What is assault ?  
Is it rape, pain and lust  
Or does it mean you've been touched  
Something that needs to be shushed  
Or a case in court, that needs to be judged

Assault. Call it Assault  
When one hurts you , and shames you  
But it's somehow your fault.  
Your words are claimed untrue  
Even though, you know.  
It happened to you.

You become a show  
And 'victim' is your role  
You lose control  
And forget it's your soul.

The unspoken has started to get old :  
"Your life has been defiled  
So it's time to lose your smile" .  
"Victim you've been proclaimed  
So there is no need to know your name".

I'm tired of the 'lie' and 'hide'.  
I want to hear 'truth' and 'pride'.  
No more being out of the group  
Or losing your youth,  
There is no need to give hate  
When one has gone through, so much pain.

Brock and Miller  
Brock was a swimmer  
He was young and a male winner.  
Miller was actually normal.  
She was young, creative and a sister  
Do remember it all started  
Cause she didn't wanna miss her

Then she was spotted  
Sadly behind a bin  
and sadly being pinned.  
Probably never to be forgotten.  
But there is no more need to be sad  
Cause now, happiness and her go hand in hand.

Brock and Miller.  
One is an offender  
The other is a defender  
Brock and Miller.  
One is hated  
While the other is debated  
Brock and Miller.  
One has performed and act  
While the other has made an impact

Brock and Miller.  
It's been hard, she was scarred  
But she know, she done her part  
She revealed her name  
So that others wouldn't feel her pain.

Assault, brock and Miller  
Assault changes life, makes you want a disguise  
Maybe even makes you think bout the knife  
But she survived  
She is more than alive

She embraced the pain,  
and wrote 'Know my name'.

By Stephanie Omorogbe



# Literacy Focus 2021/22

Year 7 and 8 have been having weekly literacy tutor times since the start of this academic year.

In these sessions, Caroline Burton, our new literacy lead, has been reading extracts from a wide range of texts.

Other members of staff have also joined in and supported the programme, sharing some of their favourite books and focusing on key extracts.

Students are then encouraged to respond to targeted questions as a way of developing their comprehension skills, which is a key focus for this academic year.

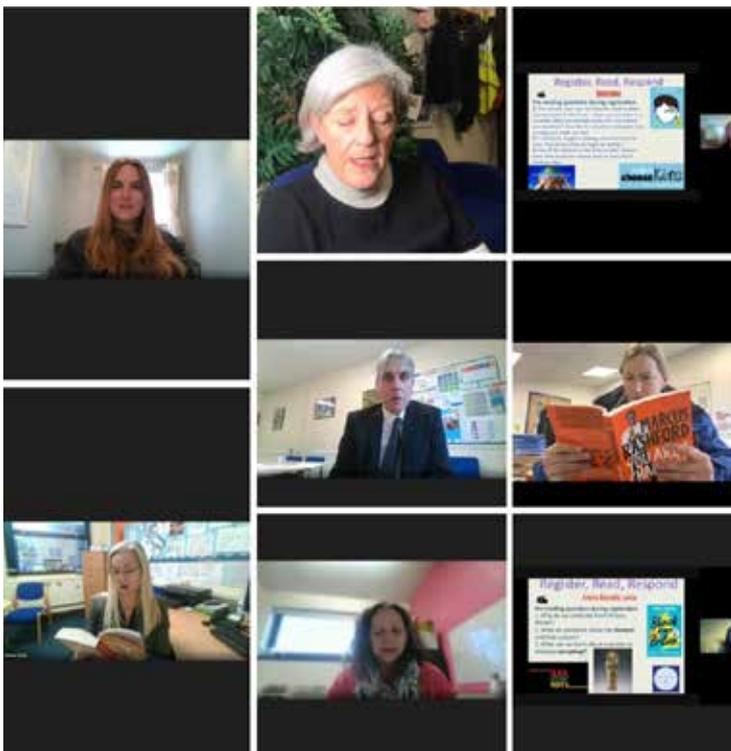
We have also used these sessions as a way of introducing challenging vocabulary and encouraged students to use these in their other lessons.

As a result of this project many of our students have shown a real interest in reading and developing their vocabulary.

We hope to encourage this love of reading and are aiming to cover a wide range of genres and authors over the course of the academic year.

If any parents and carers wish to support us by offering to read an extract, on camera, for our students, we would love to hear from you.

Additionally, if you have any ideas or book recommendations, please contact: [caroline.burton@mybiddenham.com](mailto:caroline.burton@mybiddenham.com)



# Bebras Challenge

All computing students in Biddenham International School took part in the annual Bebras Challenge.

The Bebras Computing Challenge introduces computational thinking to students.

It is organized in over 50 countries and designed to get students all over the world excited about computing.

Each participant answers questions that focus on computational and logical thinking.

We had 5 students that achieved a 'Gold' award for their participation which means they scored in the top 10% nationally in their age group.

Well done to the below students that have received the Gold award and have been invited to the next round which is 'The Oxford University Computing Challenge (OUCC)' which takes place from 7th-11th Feb 2022:

The five students are:

Sharon Zavoronkova - Y8

Noah Maynard - Y8

Elenor Briscoe - Y9

Hala Elabd- Y9

Matthew Cowley - Y11

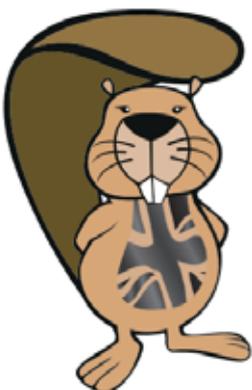
Hala has written about her experience in the competition, saying: "Taking part in the Bebras Competition was a true delight!

"That one hour we had to complete the challenges passed by in a blur, because I was so immersed in racking my brain to find the solutions.

"It was really fun discussing and debating with my peers about each question, especially since each task tested a different skill.

Whether it was numeracy, literacy with word play or my bank of knowledge, the competition really did surprise me with its variety.

"It left me hoping for the next round the minute it was over! All around, it was an enjoyable competition to take part in!"



**UK BEBRAS 2021**

Computational Thinking Challenge

**8<sup>TH</sup> - 19<sup>TH</sup> NOVEMBER**

# Reading Scholars 2022

Reading Scholars is the opportunity to study a course that captures your interest in a higher level of education. It allows you to gain a university experience of your favoured subject and get an insight into the subject through an assigned mentor.

You then get the chance to visit the University of Reading a couple of times during the course of the year and are invited for a 3 day residential trip to the university.

This takes place closer to the end of the academic year.

Advice and guidance is provided on your advocated thread allowing you to obtain a perception of the course, and give some clarification on what you would like to do in the future.

It is an excellent occasion to develop a deeper understanding and knowledge on a topic of your interest along with building and developing many skills throughout.

All costs such as travel, food and accommodation are all covered for by the university for all participants.

Those successful in their applications have a guaranteed offer or alternatively are invited for an interview if applying to University of Reading.

## The Strands

Reading has a variety of subjects they offer which cater to many interests.

The subjects vary between general, Numerical and Social Sciences, other subjects include the Humanities, Linguistics, Business Studies and lastly Creative Arts.

With any of the subjects that are chosen, you are able to attend the lectures and take part in group projects completed within the subject.

The Science strands that are offered on the programme are Biology, Chemistry, Food Science and Pharmacy.

Choosing one of these sciences allows you to accomplish and take part in research done in the laboratories along with attending lectures for the specific strand.

A subject falling into the Numerical Science category is Mathematics where students are able to participate in sessions where they can apply and learn new mathematical concepts and learn how these can be applied in the surrounding environment.

The Social Sciences that are offered at the programme are Psychology and Physical Geography and Environmental Science.

In Psychology you are lectured on the brain, in order to gain a greater breadth of knowledge.

With Physical Geography and Environmental Science you will take part in lectures and take part in workshops to assist with gaining knowledge within the field .

Lastly, part of the social science sector is Education, where candidates are able to find out all the jobs related to this sector.

In the Humanity sector Reading covers a variety of options such as Archaeology & Classics, English Literature, Law and History.

Across all of these subjects you are able to take part in lectures and seminars that are provided, which delve into a wide range of topics within the specific strand allowing views on certain topics to be formed.

The languages Reading offer are French, German and Spanish, which allow understanding of the language and culture to be enhanced.

Business Studies is also offered where participants are able to comprehend the broad range of sectors available.

They're also provided with insight to occupations that students can achieve with Business Studies, through seminars and lectures.

Lastly Reading provides a vast range of creative art subjects such as Architecture, Art & Design and Film, Theatre & Television, in which all attendees are able to join lectures as well as physical workshops to explore their creativity.

The people who got offered a position:

Zakera Yari

Khadijah Hussain

Nafisa Hussain

Syeda Mariah Sultana

Farah Rafiq

---

## Twickenham Stoop Trip

Thirty students from across all the different year groups travelled to see England Red Roses vs Canada on Sunday 14th November.

The students were engaged in watching the game and for some of them it was the first rugby game they had ever watched in real life.

The students stayed behind at the end to have a conversation with the players from both England and Canada and had some amazing selfies with the players.

Lots of the students also received autographs from the players too!



# Textiles Trip

On its 30th anniversary, The Knitting & Stitching Show at Alexandra Palace in London took place for the first time since lockdown.

A large group of year 10 and 11 Textiles students travelled by coach to carry out research for their GCSE projects.

The show included many different events, displays and galleries. Students were able to meet the artists and ask them about their work and inspiration first hand.

Highlights included a crashed airplane created from fabric, machine embroidered sketches of people during lockdown collated into a huge quilt and the colourful exotic stitched pictures created by Suzy Wright.

The impressive venue is almost as much of an attraction as the exhibitions it hosts and the students took advantage of the photo opportunities it presented.



# Year 8 trip to Caythorpe Manor

On Thursday 16th September we were fortunate enough to take 43 students to Caythorpe Manor Lincolnshire for a one night, two day residential.

During the trip the students experienced the opportunity to push their boundaries, develop independence and try new activities.

All students were offered abseiling, canoeing, rifle shooting and zip wire.

It was so much fun to spend time with students outside of the classroom and watch their confidence grow.

I thought it better if you heard from some of the students themselves.

'Our PGL trip was a great experience for all of us who went. It was loads of fun hanging out with your friends all day and getting to stay up late eating sweets in your dorm.

The activities were great fun throughout the day and one big game in the evening was even more fun as you got to explore the site.

Some of the activities we did were zip lines.

Here is a quote from someone who went on the trip: "The zip line gave me the most adrenaline as you sped down the hill. We also did canoeing."

"Falling out of the boat was exciting" said one of our peers.

The food was healthy but tasted really good.

By Sophie and Hannah



# Night at the Musicals

Friday 3rd December saw a return to live performances at Biddenham with “A Night at The Musicals”; an evening which showcased performances from a variety of musicals as well as the school’s productions of “The Ash Girl”.

As this was our first show since March 2020 it was both an emotional and incredibly special evening which involved representatives of all year groups from Year 7 to Year 13.

For some this was their first performance at Biddenham, and for others, one of their last performances with us.

With over 60 students involved it was a great opportunity to celebrate all the talent we have at Biddenham and more that is just starting to emerge!

Despite the technical difficulties we had experienced in the build up to the event, the evening was a huge success and really reflected the hard work and effort that both the students and staff had put into the creation of their performances.

All the Performing Arts department are incredibly proud of the students involved in the show and grateful to everyone that came along to cheer on our magical performers and support the Arts at Biddenham!



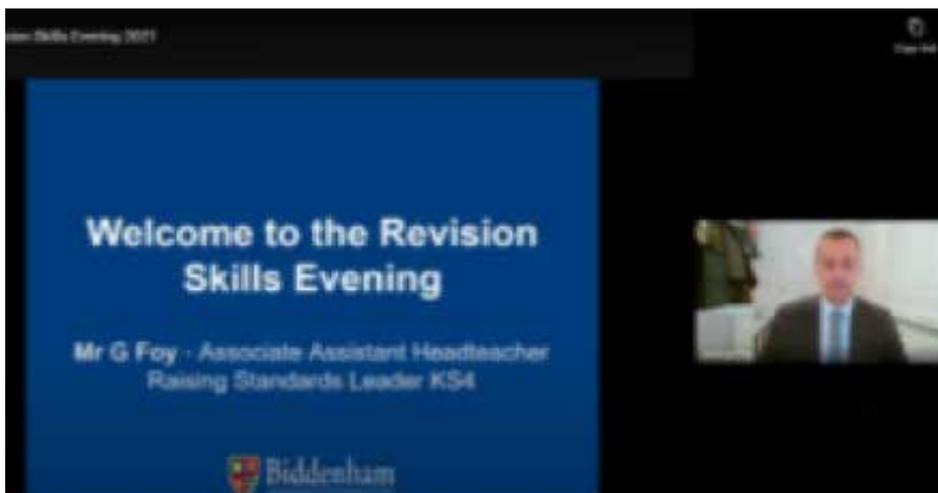
# Revision Skills

On Monday 29th November Mr Foy ran our annual revision skills evening (virtually) which was aimed at supporting students and parents/carers keen to discover the most effective methods of revision as well as common revision pitfalls.

At the event there was advice on the use of memory techniques, guidance on how to set up a usable revision workspace and strategies for planning and utilising time.

More information and a recording of the presentation can be found on Revision Support section of the school website, with our top tips for parents included below:

1. Be a role model - Model the type of behaviour you expect to see and encourage their participation in revision activities.
2. Help them set goals - Small chunks (30-40 minutes) of revisions are proven to be more effective. With the use of the schools Revision planner, set daily/weekly targets and reward them when these targets are met.
3. Keep them active - Regular physical activity can boost memory, improve concentration and help reduce anxiety.
4. Healthy eating - Avoid high sugar content snacks and ALL energy drinks. A balanced diet and ensuring student eat breakfast can increase performance by as much as 5%
5. Time out - Arrange for some non school activities, perhaps as a reward, to ensure they are not overwhelmed.
6. Sleep patterns - 8 to 10 hours a night is essential for brains to work effectively
7. Unplugging - Remove the devices (during set revision times) that are likely to be distractions. Use them as rewards for completing revision.
8. Staying cool and calm - Students may not want to revise but it is better to work with them than against them. Find what works for your child.
9. Belief - Keep reminding them that they can achieve anything they put their mind to and that as long as they have tried their best, you will be proud of them.
10. Be supportive - Pick them up from the after school clubs, allow them to study with friends and perhaps buy them that game they want as a reward.



# Healthtec Visit

In October Year 13's went on a trip to Aylesbury College, where the NHS training facility is based for Beds, Bucks and Herts.

The instructor spent the day actively teaching the students first aid, using the latest technologies.

This included resuscitation dolls that lit up to demonstrate that the heart was being pumped at the correct rate and pressure, when undertaking CPR.

Students also got to experience a 'simulation room' where scenarios were set up for them to solve.

It was an incredibly informative day for the students and staff, it is a great link for Biddenham to have and has really supported our knowledge and experience of the latest in first aid knowledge.

For year 11, Aylesbury College came to Biddenham to deliver a live and interactive workshop on how to complete first aid procedures.

This helps students with their year 11 piece of coursework.

Students learnt about how to treat casualties suffering from cardiac arrest, choking and unconsciousness.

During the session, students are told about NHS careers, opportunities and began to analyse x-rays.

This sparked great conversations and enabled students to ask questions about careers they were interested in.



# Work experience

Thanks to a generous donation from a Wadham College alumnus, the College was able to offer support for students by deferring their places for a year due to constraints caused by the Coronavirus pandemic.

This involved students being offered places working at the university in a research role in order to benefit them before they begin their studies at the university.

This would ensure that they remain academically engaged and would gain useful experience from which they would benefit when they came to enrol in October 2021.

One such offer-holder, former Biddenham Student Mauricio Tronca, secured a lab placement during Trinity Term with Francesco Licausi, Associate Professor in Plant Sciences and one of the College's tutors in Biology.

During Mauricio's placement he worked to genetically modify bacteria to produce a protein that can be purified and viewed using a technique called X-Ray crystallography (also used to discover the structure of DNA).

Explaining his research he said: "Understanding the ways in which the protein works can help with real-world problems, such as crops being grown in flood prone areas which can lead to countless potential food being ruined.

"Through understanding these proteins, crops in areas of poor food security can be modified to be resistant to floods, helping feed the developing world.

"We managed to find the ideal conditions to grow the bacteria in order to produce this protein. (Now what needs to be done is grow a large volume of bacteria, extract the protein and purify it, but sadly I won't be there to see that!)"

Francesco Licausi said: "Having Mauricio as an active member of my research team has been a true delight.

"He not only manifested a vivid curiosity for the topic of oxygen sensing in plants, but he learned very rapidly to master all the techniques required to carry out the tasks assigned to him.

"In just few weeks he reached an independence level in the lab that I would normally expect from undergraduate students towards the end of their curriculum."



# Black History Month

During Black History Month, Biddenham students looked into black history undertaking projects looking at inspirational black people and how they have impacted the world.

Students wrote essays and made collages based around Black History Month for a competition called Proud To Be.

Below are the winning essays and artworks produced by students in all year groups at the school along with a photo of the winners at the end.

**PRIZES TO BE WON**

**BLACK HISTORY MONTH**

**OPEN TO ALL**

**COMPETITION**

This years theme is **PROUD TO BE**

Create a piece that gives a voice to **Black British activists**

- You can use an activist that has done something influential and reminds you of the theme 'Proud To Be'
- Think about what this means to you

**CRITERIA**

If you are doing your piece on a person, they have to be British or migrated to Britain  
Be original (do not use someones work as your own)  
Has to be appropriate  
and remember to have fun with your creation!

**IDEAS**

- Create an artwork
- write an essay
- create a music/drama piece
- photography/collage/poster
- or any other original idea you have

THIS YEAR FOR BHM WE WANT TO CELEBRATE THE CULTURE, IDENTITY, ENTERTAINMENT AND WORK /ACTIVISM THAT BLACK BRITISH PEOPLE HAVE CONTRIBUTED TO THIS COUNTRY. DO YOU KNOW OF A BLACK AND BRITISH ACTIVIST? THEY COULD BE AN ENTERTAINER, SPEAKER, ARTIST, ACTOR/ACTRESS, INFLUENCER OR DO YOU WANT TO LEARN ABOUT A BLACK BRITON TO CELEBRATE AND PARTICIPATE IN THIS MONTH? THEN THIS IS THE TIME TO JOIN.

**DEADLINE: 5 NOVEMBER**

Send your name and what you will do to:  
history@mybiddenham.com  
Chipso.Mawokomatanda@mybiddenham.com

# Alice Alexander Kinloch

Alice Alexander Kinloch was a South African activist who came to Britain in the late 1890s and helped to found the African Association, although it's usually credited to a man Henry Sylvester-Williams.

The founding of this association was the first step in giving all members of the black community in Britain a united voice.

Kinloch was an influential figure in British politics who had been written out of history, so much so that it was even difficult to track down an image of her.

She was also an active figure in politics, when not many black women operated in this field and thus, should be remembered and never forgotten.

Aisha Khatib  
Year 7

# David Olusoga

David Olusoga is a British-Nigerian historian who is famous for presenting history-based BBC documentaries which shed light on the marginalized history of British black people.

His work is groundbreaking and truthful, a truth which is shocking to most British people who are used to ignoring the shameful side of the British Empire.

As an immigrant himself, he shares the stories of other black migrants and makes me reflect proudly on the history of immigration.

Many people will be familiar with David Olusoga's work on the BBC as groundbreaking documentaries showcasing black history and its relation to domestic British history.

He has done TV shows such as, *Black and British: A Forgotten History*, *A House Through Time* and *Britain's Forgotten Slave Owners* which won a Bafta.

As a mixed-raced migrant child growing up in Newcastle, his family was attacked and thrown racist abuse against but his mother reared him and his siblings to be their best in school.

He grew up to become a historian that now uncovers the marginalized black figures in history that not many people knew about like Olaudah Equiano who wrote about slavery as it was happening in his time or black people during the Tudor era.

Just as the Brexit vote was turning a corner back in 2016, he released the book *Black and British: A Forgotten History* which was quite apt for the time as the rise of xenophobia and racism overtook Britain which is and was reflective of how white communities would treat non-white communities.

National Front members would tell Olusoga's family to 'go back to Africa' but when you watch his documentaries you realize how interwoven being black or a person of colour is to Britain and how much of a given right it is for immigrants to be here considering the horrors that were inflicted in horrible events like slavery and colonization.

As an Asian individual with a migrant background that strives to one day be a professional

historian, David Olusoga is a prominent figure that shatters the stereotypical image of history being resigned to old white boffs as I have been watching him on TV for as long as I can remember.

Being a black historian he has educated the country on black history that is in relation to his own identity because he wanted to “make sense of the forces that have affected” his life.

He has fought to make spaces inclusive where they had not been before, for example he became a professor at Manchester University and tweeted: “history has always been a public activity - it’s about reaching out to as many people as possible. I’ve spent my career working with institutions similarly committed to making history inclusive, expansive and diverse.”

This passion for truthful history is what being a true historian is about and what Black History

Month is about, black history is just the history of the world that everyone should learn of. Olusoga’s work teaches British society to reassess ‘British history’ and how the chapters of black people that shaped the empire had been erased.

Young black British people and other ethnic minorities who are interested in history can look up to historian figures like Olusoga who says that the younger generation give him hope and know they have a place to be passionate and truthful about the past of people like them.

Khadija Hussain  
Yr 12

## Muhammad Ali

The day after shocking the world by defeating heavily favoured Sonny Liston for the heavyweight championship in 1964, Cassius Clay shook things up even more.

He announced that he was joining the Nation of Islam and renouncing his “slave name.” Soon, he would be known as Muhammad Ali.

That bold statement of black identity was discomfoting to both whites and blacks.

For many whites, who knew nothing of the Nation of Islam and its beliefs of black

separatism, it challenged everything they thought they understood about African-Americans, and opened a window to the problem and diversity of black identity.

Ali made both groups confront the question of what it meant to be black in a majority white society.

Decades later, the question still echoes in ways both profound and petty.

The nation’s first black president has been criticized for not doing more to forge a black policy agenda.

Even when Muhammad Ali was at his hardship he still was an inspiration to many and was an amazing role model in the world of boxing and the black community.

Muhammad Ali was one of the greatest boxers in history, the first fighter to win the world heavyweight championship on three separate occasions.

In addition, he was known for his social message of black pride and black resistance to white domination.

Aseefa Fatima  
Year 7

## Idris Elba

Firstly, Idris Elba is an actor, producer, writer/songwriter, rapper, musician, and DJ.

He's half Ghanaian based on his mother's side and his father was from Sierra Leone but is full British.

His whole career began in 1994, which involved him having a role in the BBC Kids Drama show *The Boot Street Band*.

His first film was *Belle Maman* where his character was named Grégoire.

He has starred in many TV Shows, reality and non reality ones

For example he was known for playing the character of Russell Stringer Bell in the TV show named *The Wire* and DCI John Luther in the BBC One series named *Luther*.

The way that he has inspired me is by being a strong male lead which I want to be like when I get older, because I like acting.

He has worked with a few of my favourite celebrities/musicians including McClain Sisters, Chris Brown, Beyonce and TI.

He's also a rapper and singer, for example he released Mixtapes, EP (Extended Plays) and has made appearances on songs and collaborated with a few artists.

He has two children named Isan Elba who is a girl and boy named Winston Elba both born in England.

In 2016 he got the OBE (Order of the British Empire) award for being appointed an officer.

He's known as a DJ for example DJ Big Driis (or Big Driis the Londoner) and in American films he's known for speaking in an American accent.

In a quote related to Black History Month, he said "I've been given some incredible opportunities throughout my 30-year career and I'm grateful for the many doors that have been opened for me.

"I love what I do – but my success means absolutely nothing unless I use my influence to create opportunities for the next generation of young people, so they can tell their own stories and recognise more of their experience on screen."

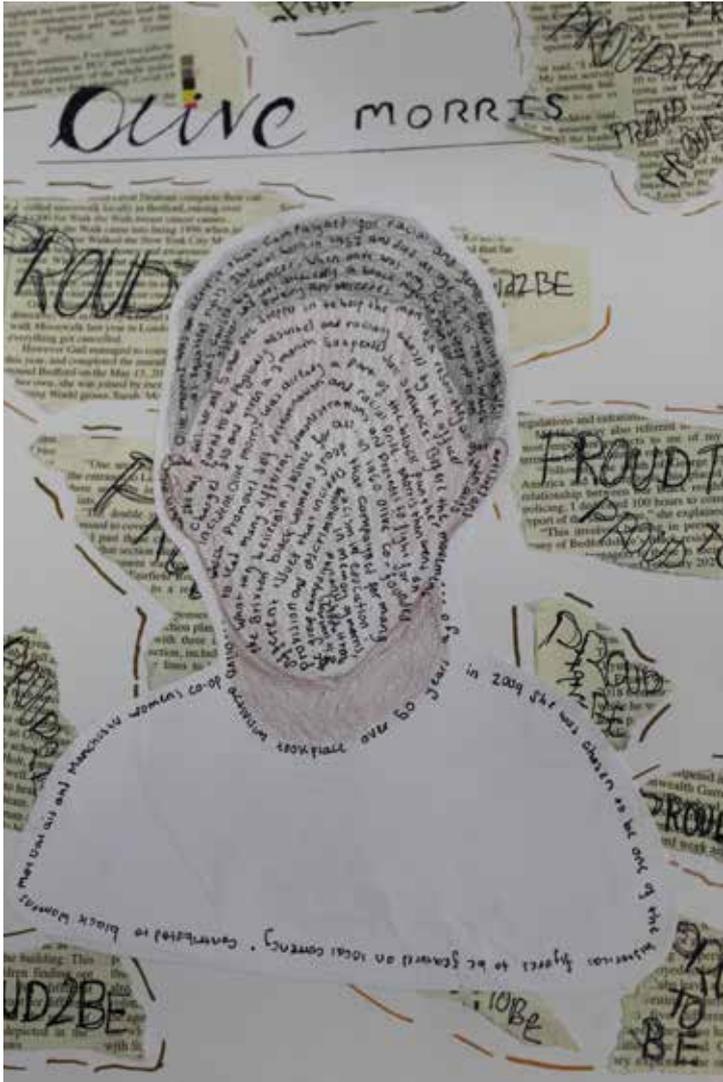
And a message behind that regardless of our background, we should have the opportunity to build a successful career in our creative industries.

Through the experiences of leading British talent such as Idris Elba and the modern Industrial Strategy (The Department for Business and Energy).

To conclude, in general I think that Idris Elba is an excellent actor, I sometimes compare him to my dad because they are both hard working men and fathers and I hope to look up to them in the future.

He was born to African parents just like me, even if you're not black, many others, even others my age can still look up to him for all his good work, and that's why he inspires me.

Tatenda Gonera  
Year 12



Aleena Najjuma - Year 8



Amelia Koselka - Year 11



Beatrice Maciulyte - Year 11



Federica Omorogbe - Year 9



Mariama Bah - Year 9



The award winners after collecting their prizes from Principal David Bailey

# Christmas in a Box

As it was approaching the Christmas season, it was a perfect time for our school community to help those who were in need of support in our local community, especially considering the continuing impact the pandemic has on many families within our area.

So the Senior Prefect organised 'Christmas in a Box' for the Bedford Foodbank. Lucia Scozzari, Deputy Head Girl, and Cameron McLeod, Senior Prefect ran an assembly for each year group to get all 54 tutor groups on board.

They did an amazing job.

On Wednesday 15th December the Foodbank collected 55 Boxes of food and household items. The Foodbank has given an initial estimate that over 600 kilos were collected which was well over the total from last year (353.06 kilos).

The enthusiasm and kindness shown by students was beyond our expectations and we are very proud of what we were able to achieve as a community to help our local community.

A very big thank you to everyone who participated students, teachers, support staff, to the Senior Prefects, the sixth form who collected the heavy boxes from across the school and a special thanks to Lucia and Cameron who took the lead on this.



# Attendance

Hello everyone,

Attendance for the Autumn term has remained at 92% which is good!

We continue to encourage students to attend school unless they are really ill as we want to see your attendance at 95%.

It is proven that good attendance directly impacts on good exam grades.

With winter season upon us, please be mindful to wrap up warm and look after yourselves.

Coughs, headaches and colds are typical this time of year so make sure you have some painkillers in the morning before school if they are needed.

Paracetamol is available from the Sanctuary at lunchtimes.

Please remember to contact the attendance office if you are going to arrive to school late for any reason or if you are off school with illness.

Any medical appointments should be booked outside of school hours but we do appreciate this may not always be possible.

A whole day off is rarely needed for a medical appointment and we ask that if you have to have one during the school day you come in either before or after.

Advanced notice of appointments should be made followed with medical evidence so we can authorise the absence.

Our direct number is 01234 334528 and our email address is attendance@mybiddenham.com.

Have a lovely restful holiday and thank you for all your wonderful support over the last few months.

Miss Kemp and Miss Badhan

## German Advent Challenges

Are you up for some German Christmas challenges?

The MFL Department has put together a Christmas Advent Calendar with different challenges.

Students just need to click on the link and open the doors for each day of December to reveal special German Christmas challenges.

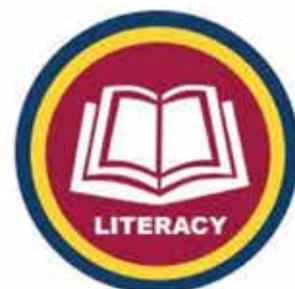
Prizes will be available for students who complete the MOST of these festive challenges.

Link: <https://calendar.myadvent.net/?id=8dac3c267d134cbcdcdf6f97639d21c8>

# Congratulations to our Year 7 Reading Ambassadors!

We are really proud of these students for their fantastic attitudes and love of reading. We are looking forward to hearing more about their favourite books and recommended reads.

Here they are pictured in our new reading area in E block.



# Sport

This term has seen extra curricular sports return to the PE timetable after the summer break and it has returned in a huge way with students embracing the opportunities offered to them which has been great to see.

On one afternoon there was over 120 kids involved in PE extra curricular clubs which is amazing.

It has been great to see so many new faces taking part in physical activity from our super enthusiastic year 7s to students trying sports for the first time in all year groups.

Students have been taking part in sports such as netball, football, basketball, dodgeball, badminton, hockey, sports hall athletics, futsal and rugby to name a few, both after school and in fixtures/competitions against other schools.

We in the PE department are proud of every student who has attended clubs and represented Biddenham in fixtures, you have been great and no matter the outcome displayed the Biddenham values throughout.

Please keep up to date with the PE and Performing Arts departments, clubs and fixtures on Instagram @BiddenhamPEandPA

## Year 11 Football

The year 11 football team playing football fixtures for the first time in 2 years, with over 40 boys in the squad selection has been hard but all have played and when they weren't they were there in support which has been great.



## U16 Girls Basketball

The U16 girls basketball team worked phenomenally this year and made it to the finals in the district and managed to walk away with 3rd place in the district.

Well done girls.



## U14 Girls Basketball

The U14 girls basketball team were outstanding in the qualifier and won all their games. They got all the way to the final and finished 2nd.

A great achievement girls, well done.



## Dodgeball

The sixth form dodgeball teams performed exceptionally well at the district competitions, with the girls finishing 2nd and the boys beating everyone to win the overall event against some strong opposition.

Well done to all involved.



# Badminton

The U16 girls came 1st and 2nd in district, playing some high levels of badminton along the way against some strong opposition.

## Sports Hall Athletics

We took year 7 and 8 teams to the district sports hall athletics which saw some outstanding performances from all involved, from nearly clearing the triple jump board to winning the speed bounce event.

But the best thing to see was the team spirit of all involved, encouraging everyone to do their best, giving advice on how to perform better to organising where students needed to be for their events.



## Girls Active

This term has also seen our very own students taking the lead with extra curricular clubs as a group of 5 year 8 girls have taken the leadership responsibility of designing and running their own club for other girls, conducting surveys, advertising and running the club every week.

You should be proud of the work girls and opportunities you have offered. If you are keen on getting involved it will be running again in the new year so keep an eye out for it.

## Year 9 and 10 Futsal

In a hotly competitive competition we had two teams in the district futsal competition, the standards and effort by all were high all involved which culminated in the Year 10 team coming joint first in a final that after 2 lots of extra time couldn't be separated.

Well done to all involved.



# Leadership

The sports leadership programme has started up with our students supporting local primary schools in their school sport activities and competitions.

We have had students leading a key stage 1 multi sports festival for over 230 pupils and an intra school cricket competition to 65 KS2 pupils.

The feedback from staff at the events has been very complimentary and couldn't be more thankful for the work they have done to ensure their students get the best from the activities on offer and this is down to the Biddenham leaders, so well done to all involved.



## Athletes of the week

It has also been great to see so many names being recognised by the PE staff for their performances in extra curricular clubs and competitions, a huge well done to all of you that have won this.

We are grateful for what you do and we are proud of you all.

# Rugby Tournament

Sixteen Year 7, 8, 9 & 10s attended a tournament run by Bedford Junior Blues.

The students all played with such determination and sportsmanship.

Some of the students hadn't ever played a contact match before and excelled in the sport.

Both teams came 4th in the tournament and Michelle Bell was named as the U13s player of the tournament.



# Biddenham Bobble Hats

Reminder that Biddenham Bobble hats are now for sale, £10 each to keep you warm during these winter months.

**BIDDENHAM BOBBLE HATS**

Available for staff and students £10

**GET WARM!**

Do you want to keep warm in PE and around school this winter?

Hats available on parent pay from Monday 18th October and then can be collected from the school shop after payment.

#TeamBiddenham

Facebook: [www.facebook.com/biddenham](http://www.facebook.com/biddenham)

Twitter: [@BiddenhamIntSch](https://twitter.com/BiddenhamIntSch)

Website: [www.biddenham.beds.sch.uk](http://www.biddenham.beds.sch.uk)

