



BISHOP CHALLONER SCHOOL

2020-2021

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Welcome from the Head

I am pleased to be introducing the Bishop Challoner School magazine for 2020-2021. We certainly could not have anticipated what has happened over the past year. We have all responded in different ways to the pandemic and experienced difficulties with having to stay at home, missing family and those who we hold dear.

The pupils and staff have been truly remarkable in every respect. I am immensely proud of how the staff and pupils have responded to the challenges and adapted so well to working remotely. The provision has been fantastic and the pupils have responded and embraced this with enthusiasm and dedication. We have reverted to online assemblies, house competitions and meetings using MS Teams along with our wonderful virtual Christmas Carol Service and Junior School Production in the Autumn Term. The new meaningful technologies that we have harnessed and adopted at Bishop Challoner, will no doubt, continue to be used to enhance our teaching and learning in the future.

This is my last year at Bishop Challoner and I will take away many fond memories. Thank you to the Trustees, parents, staff and pupils who have put their belief and trust in me over the past seven years and for your invaluable support. I have enjoyed getting to know all the pupils and particularly cherished our regular chats in my room over refreshments. Over this past year this has been sadly lacking as we have all tried desperately to keep our distance and remain safe.

We were touched by the events following the tragic death of George Floyd in the US. Our strong school values have served the school well and amongst these Catholic Christian values is 'Diversity and Social Justice'. Bishop Challoner has always been proud of our diverse community and this has not changed; we believe that tolerance and inclusivity are important values that we share as a school community. During the period of lockdown 'Community and Service' shone through. Throughout the pandemic we stepped up



to ensure that we cared for any vulnerable pupils and looked after the children of key workers during term time and in the holiday period.

Collaboration, teamwork and a strong sense of community spirit are important aspects of our school and certainly have been magnified during the year. Our Heads of Sections and School Counsellor have enabled strong pastoral support to continue and to ensure that all children felt supported both away from and on their return to school. We have had mental health and well-being at the heart of all that we have done and introduced a Challoner Channel, simply aimed at the pupils to support their mental health and emotions.

I am grateful to everyone who has contributed to this edition of the school magazine in particular to Mrs Otley the editor, on another magazine, demonstrating the skills and talents of our Bishop Challoner community. I hope you enjoy reading this year's magazine.

I wish the Bishop Challoner community all the very best, as it faces the future with faith, courage and promise.

Stay safe and well.

With my very best wishes,

P. Anderson

Paula Anderson *Headteacher 2014-2021*

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Cover artwork: DIVERSITY. Mrs Restivo created this display in our main hall using the hand templates of our pupils who added their own thoughts and prayers.

Editor: Susannah Otley

Design and print: The Lavenham Press Ltd

Salve

Mrs Brooker is an experienced Deputy Head and outstanding classroom practitioner. Her role as Vice Principal across primary and the secondary phases has enabled her to provide whole school leadership. Her experience includes working in a number of Inner London schools and she has made a difference and a positive contribution. As a Senior Leadership Consultant, she has addressed strategic matters and supported the Senior Leadership Team. Prior to her roles as Assistant Head and Vice Principal, she has been Head of a Creative Arts Faculty and Head of Music. She is a graduate of the London College of Music and holds an Advanced Diploma in Educational Management and a NPQH. Mrs Brooker is also a Governor of two schools.



Mr Kent-Davies joins the school as teacher of music from Hillview School for Girls in Tonbridge and had previously had Director of Music roles in three other schools including Kent College Pembury. In his short time at the school, and despite the restrictions this year, he has already made a great impact with his Christmas concerts and extra-curricular provision.

Valete

Miss Green

Miss Green joined Bishop Challoner in January 2016 as a Teaching Assistant in the Junior department. She was always professional and willing to support wherever needed and helped out in the nursery over the past year. She always went the extra mile and always with a smile on her face. Nothing was too much trouble for her and she was always cheerful and happy. Her caring and positive can do approach was an important attribute of Miss Green.

We thank her for her tremendous dedication and commitment during her time with us.

Mr Hickman

Mr Hickman joined Bishop Challoner in September 2016.

He was a genuine, hardworking and loyal colleague who transformed the school landscape and environment in so many ways. It is his high standards, his care and precision that meant quality finishes to the work in school. His thoroughness and attention to detail in developing and designing the infant playground and the installation of the sun canopy was down to Mr Hickman. The computer suite and laboratory 3, our recent refurbishment of the main hall floor, stage sound and lighting, dining hall refurbishment, are just a handful of the other examples undertaken by him.

The beautiful bulbs at the front of school, the planters, hanging baskets and more have been cared for by him and his team.

He has always given parents and visitors on their arrival at open mornings a warm welcome. His humour, charm and efficiency made him an invaluable member of the school staff.

He has been a tremendous support and we are grateful for all the time and effort he has given to the Bishop Challoner community. We wish him all the very best with much happiness for the future.

Mr Koch

We were fortunate to have Mr Koch covering maternity leave for Mrs Raveney with Year 2. He showed a willingness to step into this role and embraced all that was thrown at him, particularly the challenges of lockdown and remote learning.

Mr Koch delivered lessons to Year 2 with commitment and professionalism and we are grateful for the support that he gave to his class.

Mr Raveney

Mr Raveney first came to the school to teach PE in September 2009 and was appointed Head of Key Stage 3, three years later. He set high standards for behaviour, and his enthusiasm and hard work helped many of the pupils pastorally in his care.

Naturally his work in years 7-9 entailed an enormous amount connected with taster sessions, trips to Stubbers Adventure Centre, retreats and much more.

He was always well respected and a well-rounded staff member and we have valued his hard work. He will be a real asset to his new team at his new school and we wish Mr Raveney all the very best and every success and happiness for the future.

Mrs Raveney

Mrs Raveney was a strong professional with a sense of duty, always interested in the children's learning and development which is why she was such a successful Reception class teacher and more recently a year 2 teacher before she started her maternity leave.

She had a calm, conscientious and caring approach with sensitivity to the needs of others and set high expectations for pupil behaviour and achievement.

Mrs Raveney always played an active part in the life of the school particularly as RE Coordinator and for many years organised the First Holy Communion for some pupils in year 3 making their First Holy Communion. She was proactive in preparations for our Denominational inspection in February last year, and previously was EYFS Coordinator.

We wish Mrs Raveney all the very best in her new part-time teaching post.

Miss Ridley

Miss Ridley, Marketing and Admissions Registrar left to take up a similar role closer to her home. She was a hardworking and dedicated colleague who played a pivotal role within the school. Her attention to detail, positivity and flexible approach have been most welcome. She had a firm grasp and fantastic knowledge and experience in advertising and promotional material and would always greet parents and visitors with a friendly and cheerful smile.

Miss Ridley has developed our school website and supported and overseen promotional videos. We thank her for all that she has contributed and wish her well in her new ventures.

Miss Ruston

Miss Ruston joined Bishop Challoner in September 2016 as Science Technician and has been promoted to Head Technician at a school in Sevenoaks. We are delighted for her, but also very sorry to lose her. She has exuded energy and enthusiasm and supported the pupils and staff in the lessons very well. Miss Ruston has overseen senior homework club, supported and led Eco assemblies and driven a very well attended Eco club. She enabled the school to achieve both a Bronze and Silver Award. We are grateful for her 'can do' and positive approach within Bishop Challoner. We wish Miss Ruston all the very best in her new role.

Mrs Tomkins

At May half-term, Mrs Tomkins, part-time nursery practitioner, left us after twenty years of outstanding dedicated service. She was a highly valued member of the team with a loving and caring nature that made her so special. Mrs Tomkins supported in the wider life of the school and we are extremely grateful for her creative flair and 'can do' approach. She produced many of the excellent displays in the nursery and helped in the making of props for the drama production, The Wizard of Oz.

Her dedication to Bishop Challoner nursery was faultless and she supported the children wholeheartedly to ensure they were happy. She will be spending more time with her family and her grandson. We wish Mrs Tomkins much health and happiness and all the very best for the future.



Mrs Woolaway

Mrs Woolaway, former Deputy Head left Bishop Challoner at the end of April to take up a Deputy Head position at another Catholic independent school. She joined the mathematics department initially in September 2010 and later became Head of Mathematics before Dr Samuel took over.

Mrs Woolaway was in charge of the day to day events at Bishop Challoner and no doubt you will have seen her racing down the corridors, across the playground, darting in and out of form rooms to get messages or information to different parts of the school community.

Mrs Woolaway supported many pupils in a pastoral capacity; she was a listening ear and showed empathy to those who sought her guidance. Her disciplined and committed approach has been highly beneficial to the school.

She was responsible for organising the ski trip that was enjoyed by so many pupils and always supported many of our school events that have happened in school holidays or at a weekend including, PTA camp nights, swimming galas, supported with geography trips, Duke of Edinburgh and retreats.

Mrs Woolaway will be remembered for her can do attitude, problem solving skills, enormous energy and enthusiasm and for her unstinting support for pupils and staff. We wish her every happiness in the next stage of her journey.





Celebration

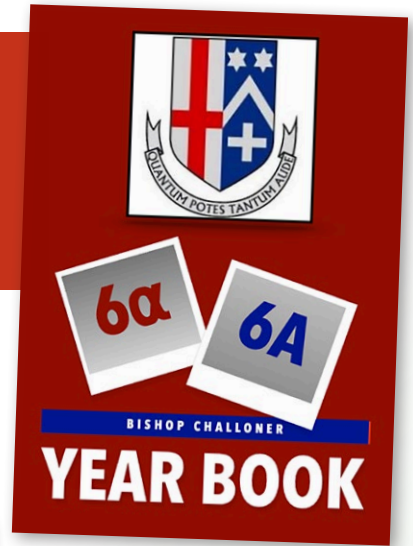
Junior School Celebrations

A Memorable Last Day in Year 6

While we were unable to hold our usual Prize Giving event last year, we certainly made sure that Year 6 had a memorable final day with lots of reminiscing, fun and laughter.

In the weeks leading up to the end of term, the children rehearsed and recorded their own rendition of the Queen hit song, *Don't Stop Me Now!*

The children all shared special memories of their time in Junior School, and the friendships and events that have made their time so special. They were then presented with certificates, prayer books and photos to share with parents.





Reception



Year 1



Year 2



Year 3



Year 4



Year 5



Year 6

Christmas Celebrations

The Christmas celebrations are always one of the highlights of the Junior School year. The whole school comes together from Reception to Year 6 to produce a Christmas extravaganza that can be enjoyed by children, staff, family and friends.

All the children worked so hard on their individual class performances and Year 6 were amazing throughout the whole show. The final performance, directed and edited by Ms Hoyles and ably assisted by Ms Black, was viewed by all the Junior children after a hearty Christmas lunch! Family and friends were able to view the online performance during the same evening and all were highly complimentary of the children's talents.

Junior Sports Day





House Events

Pupils are organised into four houses, from Nursery to Year 13. They wear a badge to signify the House on their uniform, which represents: St Michael (Red); St Edmund (Yellow); St Denis (Blue) and St Patrick (Green). The pupils gain a feeling of identity and belonging to a House 'family'. The House System promotes a keen but good-natured rivalry to see who will win the House Trophy each year.

The children were incredibly busy on the creative front. Our challenges have been to design a poster for the PTA Christmas Raffle, create a piece of art made from lolly sticks and a House inspired Christmas decoration. These were placed on the school Christmas tree in the reception area. The decorations were to be embellished with house colours.

In our Bishop Challoner Junior's Got Talent competition the shortlisted 'stars' remotely played to audiences of creative art lovers and House supporters, from all over the school. There were

some really great performances and all who took part should be very proud of themselves. One of the judges, Mr S. Cowell said; 'I didn't like it... I loved it!' Well done to all, you were fantastic!

The House Quiz is the event where all pupils from Reception to Year 13 could try and answer an array of challenging but entertaining questions, covering many genres. It was a very well supported remote event by the children, families and staff.

Lots of entries were received from our pupils for the House 're-brand' competition featuring a piece of creative work or design a logo that represents the values of the House. The medium, design and layout were entirely free choice. It was lovely to see the time, care and effort spent on some of the pieces submitted. The designs were both bold and vibrant which represented the energy of our House system. A huge well done to all that took part, your display board looks excellent.

Mr Peck





The image features a dark, semi-transparent horizontal band across the upper portion, containing the word "Academic" in a white, serif font. The background is a heavily blurred photograph of what appears to be a clothing store or a display of garments, with various colors like red, blue, and purple visible but out of focus.

Academic



QUANTUM POTEST

Nursery



Gardening in Nursery

Being outdoors and in the fresh air is great for children and they love the freedom it offers them. The nursery children all enjoy joining in with our gardening activities, they love being outside digging in the soil, looking for worms and insects and helping to dig up the weeds. During the year the children have planted pansies and violas, garlic, daffodil bulbs, potatoes and sunflower seeds. They have been caring for the plants, watering them and watching them grow and they will be helping to harvest the garlic plants and potatoes during the last few weeks of the year.

Ms Ludlam

Head of Nursery & EYFS Coordinator



Reception



It has been a hugely successful academic year for our children. They have made an excellent start on their journey at Bishop Challoner Junior School.

Practical activities in Forest School, mathematics, English and topic were all enjoyed by the children, which generated some outstanding independent work!

To celebrate Black History Month, we enjoyed a project on, 'Every object tells a story,' looking at Kente patterns and the inspirational work of Malian photographer, Seydou Keita.

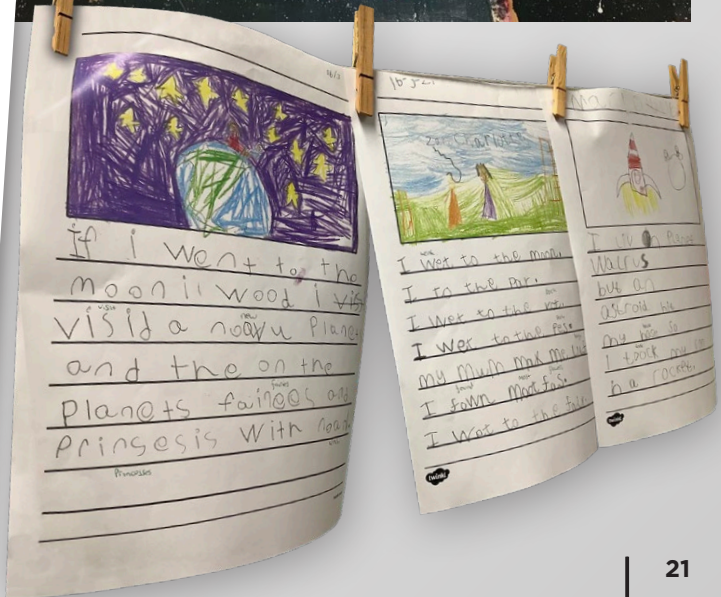
We enjoyed our remote 'World Book Day', dressing up as our favourite characters, even some parents got involved, which was great to see. We also created hats based on our topic of space by reading the book, 'Back to Earth with a Bump.'

The summer topics of Under the Sea and Mini-beasts, provided great opportunities for children to develop their independent creativity, as well as their academic skills.

On behalf of Mrs Vander Elst and myself, I would like to say a thank you to the parents, for all their support.

Mr Peck





Year 1

In English the children were introduced to their first story, *Not a Stick* by Antoinette Portis. The children actively enjoyed all aspects of the story and devised ideas about their own colourful stick. They thoroughly enjoyed reading the story *Handa's Surprise*. They discovered many things about the continent of Africa and developed their literacy skills.

In history the children studied Castles. They thoroughly enjoyed finding out about different castles and explored the Tower of London. The Battle of Hastings brought lots of excitement and they imagined what it would be like to live during this time.

Year 1 studied the Continents and Oceans in their geography lessons and explored the United Kingdom and discovered where they live.

The children took to the stage to tell the Christmas story in a play called *It's a Cracker!* The children were amazing and showed remarkable concentration in this beautifully polished performance as they celebrated Christmas all over the world.

In design technology they designed their own Puppet Theatres, which coincided with their topic about Traditional Stories.

Year 1 studied lots of mathematical concepts, such as number bonds, shape and time, with lots of practical opportunities to build upon their learning.

Year 1 worked hard in computing and produced work that they are really pleased with. During lockdown their computer skills were tested and they rose to the challenge.

In science Year 1 grew beans. Each day they waited in anticipation to see how the beans would grow. With lots of care and attention, their beans flourished.

Religion developed their spiritual thinking. They have enjoyed how Noah built his ark, the life and times of Jesus and the celebrations we all enjoy with family and friends.

Mrs Hickman



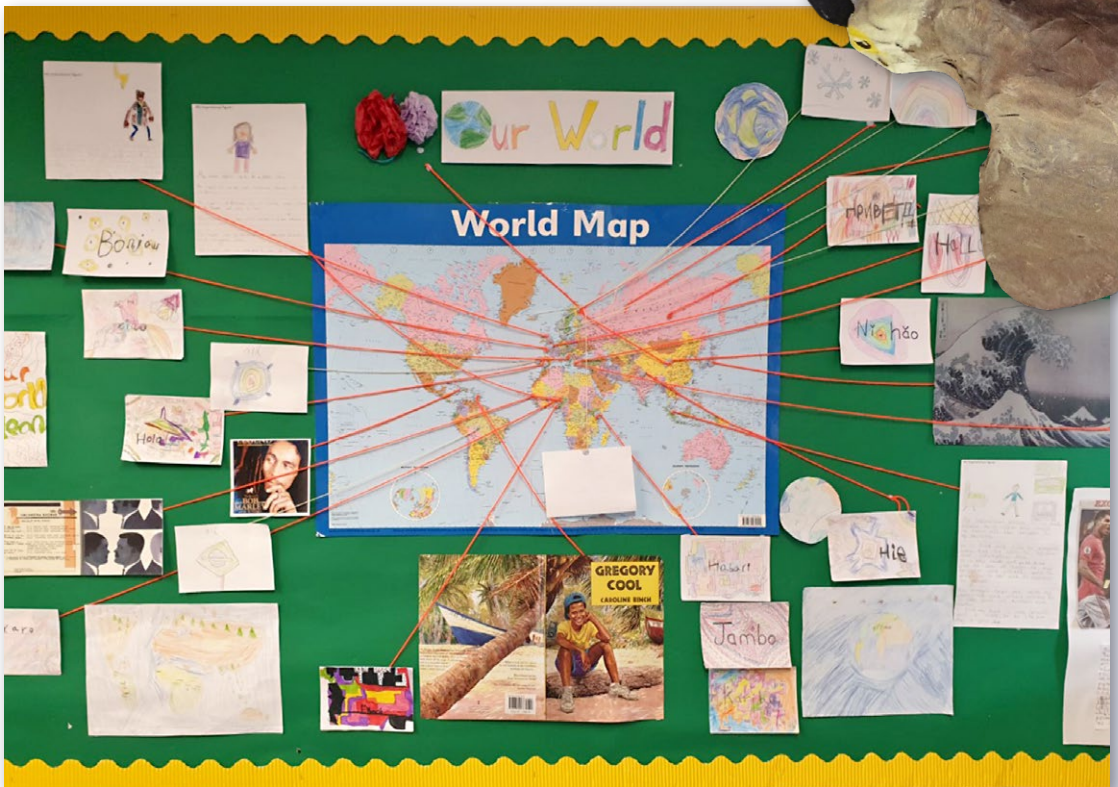


Year 2

The children have all worked incredibly hard and had a very productive year. Despite the challenges of remote learning, they all continued to make progress and showed incredible resilience. We are very proud of them.

Prior to lockdown the children were learning about Queen Elizabeth I and Tudor history. They produced some lovely work and during our period of closure we received a steady stream of Tudor model houses delivered to the school. They certainly made an eye-catching display.

In geography, children have been learning about The World and our place in it. In the Summer Term the focus has been on Australia, looking at the climate, landscape and people that make up this fascinating country.





An ongoing theme has been that of 'Animals and their Habitats'. The children learned about the life cycle of bumblebees and linked this unit to English where they produced a wonderful whole class book of Animal Stories. They also made model animals to bring their stories to life with dramas and play scripts.

During the Summer Term, we have been learning about trees and plants and this has allowed us to spend time outdoors making observations of plants in their natural habitat and carrying out research. We have also grown beanstalks but, alas, none that reached the height of Jack's!

Many thanks to our year 2 class of 2021 and their wonderful parents who have been so supportive over the past year.

Mr Koch & Mrs Vicens-Thompson



Key Stage 2

MY TIME IN YEAR 3 *by Isabella*

My time in year 3 has been a long ride, there have been so many ups and downs throughout the year. My first day in year 3 was probably one of the best days of my life. As soon as I walked with eyes as wide as saucers, my mouth flew open and I dropped all of my bags. I was so excited because it was my first time being on the second floor of the school!

Then I picked up my bags, went to my peg, and went into the classroom. I knew it was going to be a great year because we had an amazing teacher, Mrs Sweet. She is so sweet! Our class book we were going to be reading this term was *Stone Age Boy!* and we read a chapter each day of the week. We did lots of activities, comprehensions and investigations.

Once we had settled in we started working on fractions in Maths. Such as counting in tenths. Then we started with a half, one third and one quarter etc.

We read a book called *Iron Man*, about an Iron man who was scared off by everyone in a village. The villagers grew to like him and he battled with a spacebat-angel-dragon creature.

So here I am now seeing my friends, doing teacher's clubs and more. I love being at Bishop Challoner School and hope you do too!



MY TIME IN YEAR 3 *by David*

I have thoroughly enjoyed my time in Year 3. The teachers are very friendly and lessons are very educational.

My favourite subjects are Art and History, because we get to learn about famous artists and learn about what happened in the past.

Morning and lunchtime breaks are really exciting. We all love going on the Trim Trail (our outdoor obstacle course) and making things, like slingshots. I also love playing football with my friends.



ALL ABOUT YEAR 3 by Prudence

My name is Prudence and I would like to tell you about my time in year 3. Year 3 is an amazing class. Our teacher, Mrs Sweet, is the best – she helps us with our work if we need it and she never makes you feel like you're not good enough.

Everyone in year 3 is very kind and they make you feel welcome. Everyone in year 3 are friends and everyone gets included, even if someone feels left out, somebody will invite them in their game.

My favourite subject is English. In English we are learning about a book called *Krindlekrax* by Philip Ridley, but I do like other subjects such as Math, PE, RE and so much more.

My time in year 3 has been a bit strange but I've enjoyed every bit of it so far.



LIFE IN YEAR 3 by Antonia

My name is Antonia, I am 8 years old and I am in Year 3 at Bishop Challoner School in Shortlands.

Year 3 is fun and the teachers are super nice. They are funny but can be strict at times too.

My favourite subjects are Science, Music, and Art. I am also working towards my grade 1 piano, ballet and tap dance exams this year. There is a lot to do to keep us busy and I really enjoy being at school.

My favourite time of the day is lunch time because I get a longer time to play with friends. I like playing and talking with my friends. Because the classes are small, we all know each other very well which is nice. At the moment, my friend, Sula, and I have made up our own science and military camp game which we play during the longer break time after lunch. It is a lot of fun!

I am preparing for my First Holy Communion this year so I have catechism classes on Wednesdays after school. I really enjoy that. It is a lot of fun and I learn a lot about my Catholic faith too.

During the national lockdown some weeks ago, we studied on Teams. It was nice because we got to see each other on the computer. I especially enjoyed our 'Show and Tell' sessions because we got to see what we each own and talked about it together. I am glad to be back in school where I can play with my friends and see them face to face.



Key Stage 2

In the Autumn Term, the pupils completed an Anglo Saxon and Viking project which resulted in some incredible models, presentations and written work. As well as this, they created Viking portraits and designed their name in Anglo Saxon runes.

We also read and explored *The BFG* by Roald Dahl. They enjoyed making their own Froboscottle recipes as well as creating dreams accompanied by matching dream jars.

As part of a celebration of culture and diversity, the class brought in objects and spoke about their family traditions. It was incredible to discover what a wide range of cultures we have within our small class.

An always popular topic in year 4 is digestion, and the children were thrilled when Ms Ruston visited to give a demonstration of the digestive system. It was a rather messy lesson but a lot of fun.



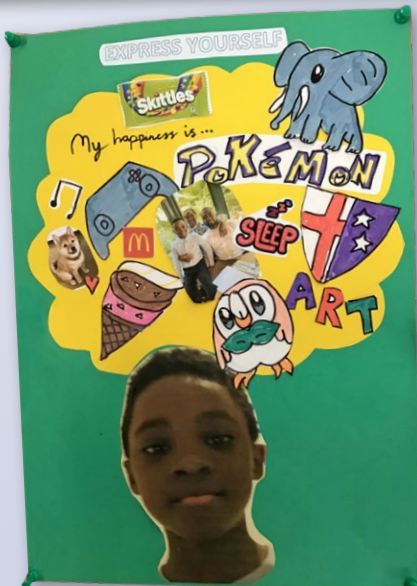
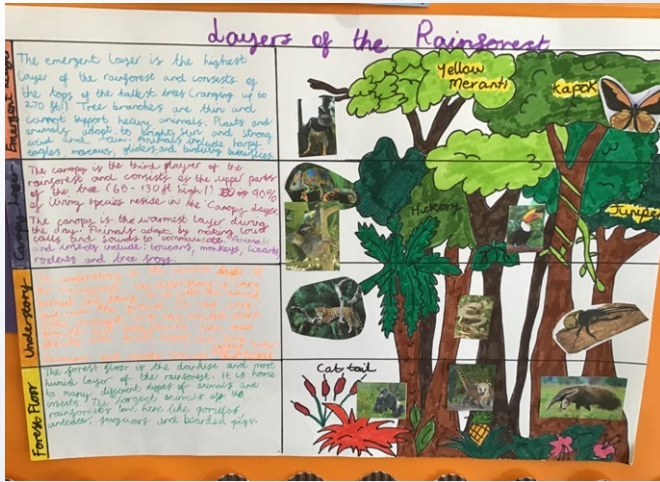
Finally, just before Christmas and as part of our Christmas celebrations, the class produced beautiful pictures depicting the nativity scene.

Lockdown did not dampen the enthusiasm and commitment to learning and work submitted was to an incredible standard. They studied Mr Stink, Rainforests and celebrated Mental Health Week.

Ready for Easter, year 4 reflected upon the Stations of the Cross and after praying and thinking about each stage, they took on the challenge of creating their own. They took their time, thinking about the details and produced a wonderful display worthy of being in any church or chapel.

Ms Hoyles





Key Stage 2

Year 6 have impressed me this year during what have been some very unusual times. They have always risen to the challenge of learning about new topics from mountains to the Maya civilisation. Year 6 pupils have been motivated and worked incredibly hard during the remote learning this year. They have asked and answered questions maturely and intelligently and I have thoroughly enjoyed teaching them this year.

One of the highlights for me was the way in which pupils created their own videos of themselves during children's mental health week. Many showed not only their technical abilities but also expressed themselves insightfully. I have very much enjoyed teaching this class the Religious Education syllabus which has prompted very deep questioning from the pupils and resulted in fantastic class discussions. Seeing how all the pupils have grown in confidence and overcome their difficulties has inspired me as a teacher. The rewards of seeing this class develop their abilities have been extremely rewarding.

During this unusual year pupils in year 6 have still been able to learn both French and Spanish which will prepare them for the demands of the senior school. They have enjoyed playing online language games not only individually but as a class, in pairs or against the computer. Having fun whilst learning, has been so important to keep pupils motivated and engaged. I know many will still remember what they were taught in Year 6 in the years to come!

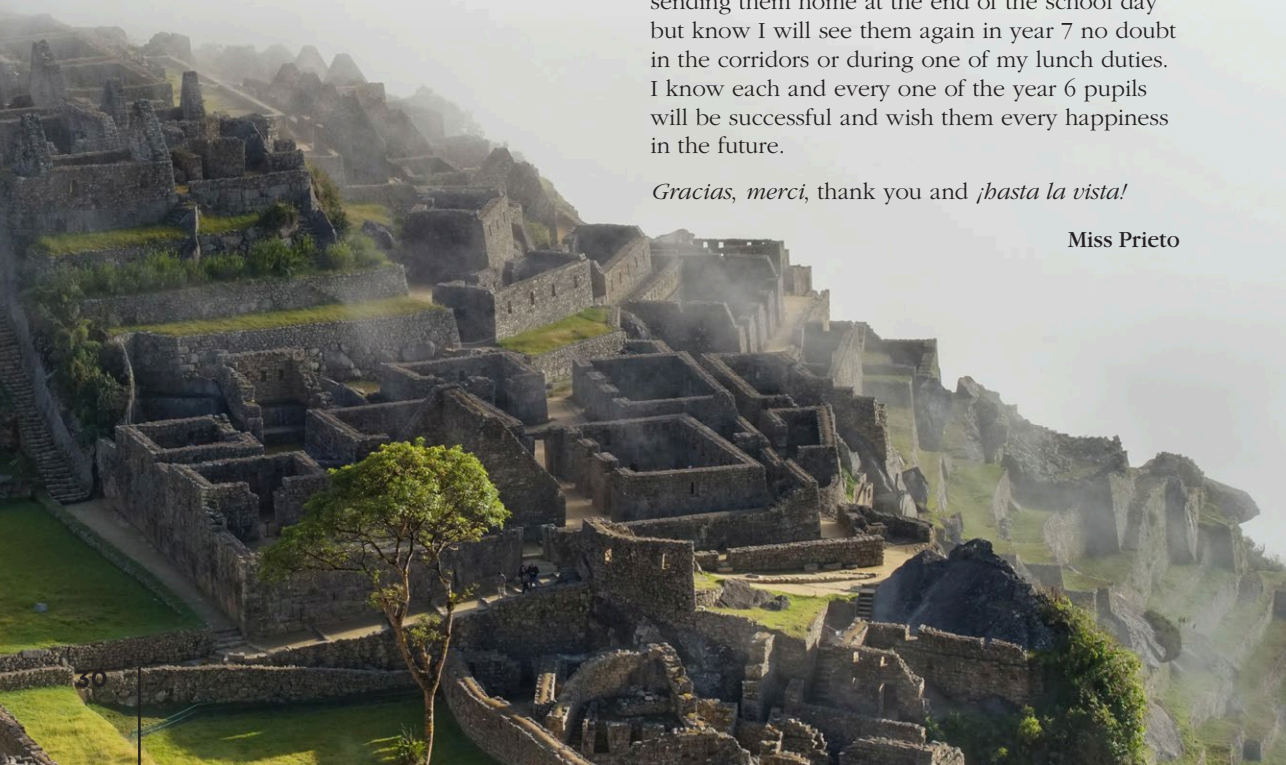
As a class, year 6 get on tremendously well and have supported each other through any difficulties they may have had. I am delighted that many are moving into the senior school and know they will thoroughly enjoy the new academic year. Despite not being able to do the usual year 6 activities such as the trips pupils have managed to enjoy this year and thrive.

This is now my fourth year of being a year 6 form tutor and I can honestly say that I have loved every minute of it. This class in particular has shown kindness, care, humour, creativity and flair in many ways and I feel lucky to have been their teacher this year. They have motivated me to work even harder and seeing their progress has been so satisfying. I have been impressed with the quality of their work and enjoyed their role-plays too!

I will miss greeting them every morning and sending them home at the end of the school day but know I will see them again in year 7 no doubt in the corridors or during one of my lunch duties. I know each and every one of the year 6 pupils will be successful and wish them every happiness in the future.

Gracias, merci, thank you and ¡basta la vista!

Miss Prieto



Religious Education

It was amazing how the Religious Education department rose to the challenges of remote learning and Covid restrictions. As part of their community unit of work, year 7 pupils were able to participate in virtual mass with a live link to St Edmund's Church. The pupils all had copies of the mass sheets and enjoyed joining the St Edmund's community with the responses – they felt like mini celebrities when Fr Stephen mentioned them and offered a blessing.

It was fascinating to speak to several parents who joined in our virtual lessons during the remote period, or parents who emailed to say how much they had enjoyed listening in to their child's lessons – "RE lessons are far more exciting than they were in my day."

In many ways the pandemic situation of the past year with all of its sadness also brought opportunity and enrichment to our Religious Education curriculum, giving rise to more meaningful and thoughtful prayer, development of spirituality and ethical debate.

Mrs Shields



Classics

In Latin this year we have found imaginative ways to learn Latin in school and from home. We have read many Latin stories, drawn hundreds of pictures to show our understanding and answered thousands of quiz questions.

Many classes enjoyed composing their own quiz questions and competing to avoid the rising “lava” floor as a team.

In KS2 and KS3 we had more entries than ever for the global “Minimus” myths competition, from designs to poems representing Pandora’s Jar and Odysseus meeting the Sirens.

KS3 began to study a new course set in the Subura, a diverse area of ancient Rome, meeting characters from around the Roman empire and hearing about their lives in Roman Africa, Syria and Britain as the emperor Nero plots to transform the city. Our stories have included a thief targeting a busy drinking-den, gossip in the local latrines and a sword-production workshop at the edge of the empire as the locals attempt to resist the invaders.

In KS4 our adventures continue with the Roman army, and we were delighted to welcome online outside speakers for our new module about Roman religion.

This year we have our first sixth-formers studying Classical Civilisation and AS level Latin. The World of the Hero and Greek drama modules have been

particularly well received, and we accompanied our readings with explorations of spoken poetry and the National Theatre’s *Medea* in performance online. Studying the plague in *The Iliad* and thinking about the importance of washing one’s hands in times of COVID-19 has been particularly apposite. In AS Latin we have explored Roman politics and propaganda after a civil war, and as ever, we use our studies to compare and contrast daily lives in modern times with those of ancient civilisations.

Studying Latin in the junior school introduces us to these ideas, locating our story at windswept Vindolanda, near Hadrian’s Wall. Encountering a real family from the site via the artefacts and letters we have found is always a pleasure. This year’s junior classes have examined every object, from the intricacies of Roman medical treatment to the doodles found on the schoolwork of thousands of years ago.

Many of the comments at parents’ evenings have been about how much parents enjoy discussing their children’s learning about classical topics – perhaps particularly so during lockdown – and it is wonderful to have this parental support to extend our discussions. We offer you our thanks – or as we say in Latin “*vobis gratias agimus!*”

We are always keen to support students’ ideas for extra-curricular activities, and in Classics Club year 8 have enjoyed planning and making various activities, from paper dolls to Roman arches constructed from cake. We have plans for a Science in the ancient world mashup club next year – featuring catapults, space and the origins stories of “monsters”.

Mrs Newbould



History

Diversity across the History curriculum

The events of 2020 brought into focus the need for a nationwide conversation about how we discuss and engage with cultural diversity of our communities and shared heritage. One way that the history department achieves this is with a focus on migration and complex issues such as the rise and fall of the British Empire.

At key stage three this is managed by highlighting these topics across all three year groups. Year 7 look at how London changed from the Roman era to the present day, with a focus on who came and why. Pupils in year 8 complete a longitudinal study into the British Empire, that starts off with a detailed investigation into the early Mali and Mughal empires and continues with a project on the rise of the British Empire and concludes with a look at the changing patterns of migration to Britain from medieval times to the present day. In year 9 we link the rise of the British Empire to the causes of both World War I and World War II, and within the Holocaust unit we look at the impact the 1948 British Nationality Act had on migration patterns to Britain.

The theme of migration is continued in the GCSE syllabus, with the Migrants to Britain, 1250 to present day unit, where we focus on key groups such as the European, Africans and Asians. Finally, the history curriculum is completed with a unit on American Civil Rights, where we look in detail at how African Americans, Women, Native Americans and workers tried to improve their civil rights from 1865 to present day.



Bibliothèque nationale de France via Wikimedia Commons

Since 2012, the History department has been a member of the History Association. As part of this membership we access up-to-date pedagogical material, learning resources and takes part in the monthly regional meetings. This year the Association has focused on the important role that the history curriculum can play in the debates surrounding diversity and their publications and materials have directly influenced the delivery of the above curriculum structure. Alongside this, I have been completing an MBA in Educational Leadership at UCL, where I have recently written a paper on the importance of using academic research to develop a modern curriculum.

Miss Holley



English

This year, in March 2021, World Book Day was celebrated differently to usual. Lockdown meant that Challoner’s usual colourful day of literary costume fun was not quite the same – we shall have to make up for this in 2022!

However, we did manage an online whole school assembly focused on the importance of reading a range of diverse literature from around the world.

Mrs Miotti, our Head of English, used the Black Lives Matter protests as a prompt into the importance of combatting racism and celebrating diversity. She talked about the results of her recent genetic heritage test and used the idea of genetic heritage as a compelling argument against racism and discrimination, encouraging all students to think about not only the history of themselves and their ancestors, but also how much they read and the range of voices to which they are exposed – making it clear that variety is indeed ‘the spice of life’; the spice that encourages understanding, empathy and a real celebration of diversity.

The English Department encouraged students to think about how reading changes lives and how we should all focus this year on reading a wider variety of stories – for deeper

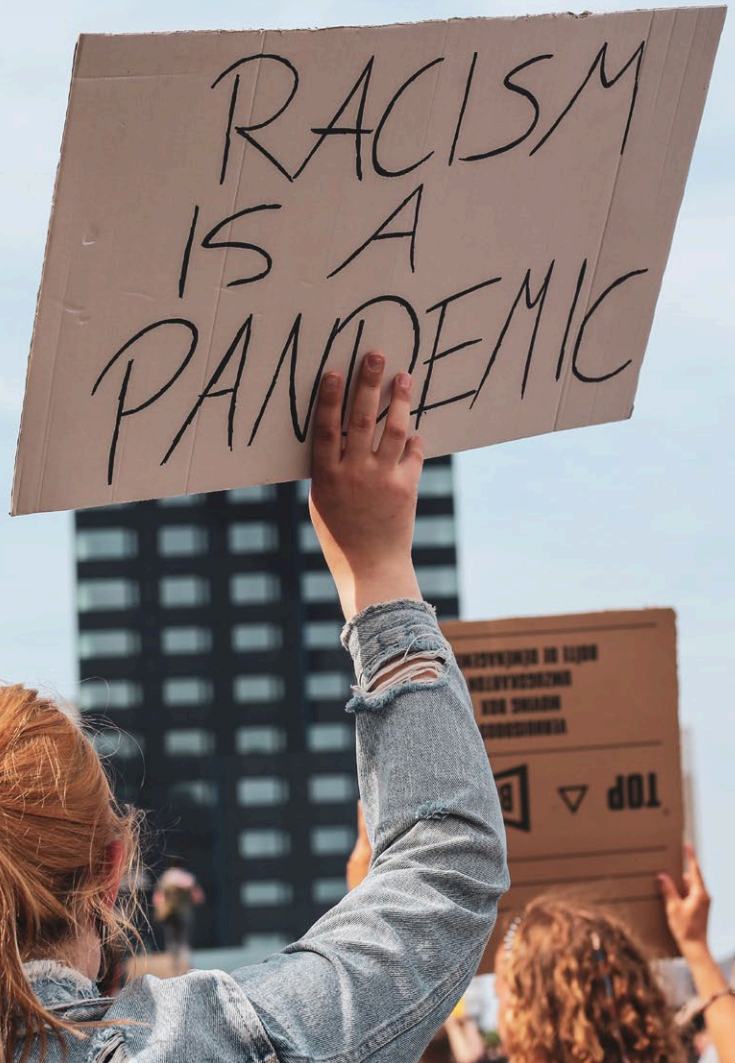
knowledge and appreciation of difference, as well as better analytical skills and vocabulary expansion.

Since this assembly, staff have enjoyed reading the short stories that so many students have written and shared, based on traditional tales from a variety of different cultures. Reproduced here is an example from Sjoukje, one of our Year 8 students.

This year, Mrs Miotti ended her assembly with this quotation from F Scott Fitzgerald as a thinking point in regards to the beauty of literature and what reading helps us realise:

“You discover that your longings are universal longings, that you’re not lonely and isolated from anyone. You belong.”

Mrs Miotti *Head of English*



Anansi the Spider *retold by Sjoukje in 8A*

In the jungle, there was a hierarchy. Tiger was at the top; Anansi was at the bottom. Everything was named after Tiger, and everyone praised him, but Anansi was looked down upon.

“Can I have one thing named after me, Tiger?” Anansi asked, one day.

“What is it that you want named after you?” Tiger said.

“The stories,” Anansi answered, “I want them to be called Anansi Stories.”

Tiger laughed at first, but then decided to give Anansi a chance.

“I’ll let you have your stories, if you capture the Snake.” Anansi agreed.

Anansi knew that Snake loved berries, so he set up a trap, using them as bait. Snake came slithering along and saw the berries. His mouth watered. Unlucky for Anansi, he also saw the trap. So, Snake laid his body on the trap and guzzled up the stray berries. Anansi couldn’t capture Snake, so he tried again. And again. And again. But snake was too heavy.

The next day, Anansi dug a hole in the ground and laid some bananas in it. He then spread grease along the edges of the hole; surely snake would fall for it this time! Alas, he wrapped his tail around a thick tree and ate the bananas without slipping.

But Anansi was determined. So, the next day, Anansi set up a trap again. This time, he used a small piglet as the bait, knowing that once Snake ate it, he’d be too big to get back out. However, when the piglet saw the snake, he squealed and squealed and broke through the trap, running away, through the jungle.

Anansi went home that night and thought and thought of the perfect plan to trap Snake. He was just about to go to sleep when, DING, it hit him.

The next day, Anansi went to Snake’s house.

“Snake, you do know what the other animals say about you, right?”

“What’re they saying, Anansi?”

“They say that you always brag about how long you are, but even the shortest bamboo is taller than you,”

“WELL, THAT’S NOT TRUE!” Snake shouted. “Come, Anansi. Measure me and we’ll prove them wrong.”

So, Anansi and snake went and chopped down the tallest bamboo they could find. Anansi then tied snake to the bamboo, telling him it was so he wouldn’t slither up to make him look longer. When Snake was stretched out as far as he could be, Anansi tied him up at his head and his middle. All the animals gathered round to see; he’d captured Snake!

From that day on, the stories of the Jungles were known as Anansi Stories, and they have been ever since.

Spanish

What an extraordinary year of teaching and learning in the Spanish department at Bishop Challoner. Our pupils worked exceptionally hard under the circumstances and produced some super work. Learning another language via the internet has some advantages, but certainly proved to be a huge challenge at the same time. The highlights for me were pupils fully engaged in the delights of playing Kahoot as well as practising their speaking via teams.

Year 8 beginners rose to the challenge and enjoyed learning Spanish grammar through rap. Pupils even wrote their own raps about themselves and performed those in class. I have been impressed by their determination to learn and their can do attitude. Despite all the screen time, pupils learnt how to describe themselves in Spanish as well as describe their house and room. They also learnt how to talk and write about their school subjects and teachers, giving opinions and reasons too!

Year 9 have worked very well this year despite the lockdown and produced some great work on the topics of free-time activities, describing TV programmes and films as well as food and holidays. Many have opted to take the subject to GCSE and those that have not still have a solid foundation for the future. I have enjoyed the enthusiasm and participation from this year group and look forward to teaching many again next year. *¡Buena suerte!*

Year 10 have shown real enthusiasm and made superb progress in Spanish this year learning about the customs and festival of the Hispanic world, describing what they do in their free-time in Spanish, and developing their writing skills. The fact that it is a small group has meant that each pupil never goes unnoticed. All the year 10 pupils have increased their knowledge of verb tenses and broadened their vocabulary well, which will stand them in good stead for year 11. They have also practised speaking in class, answering topic

related questions to improve pronunciation and increasing their verbal confidence. I am looking forward to another successful year with this class next year.

Year 11 pupils have engaged with the demands of online learning and Teams lessons, completing many vocabulary quizzes to aid revision and consolidate their learning. I have been impressed by their resilience and have enjoyed seeing each pupil grow in confidence and improve their skills. I hope that they will find opportunities to put their language skills to good use in the future and wish them every success.

In summary, despite teaching both in school and then from home several times both myself and the pupils have still progressed in Spanish and, if anything, I felt that I built a stronger rapport with my classes, who were delighted to be in the lessons and were keen to participate too. Learning another language requires resilience and pupils need to make mistakes in order to learn. Lockdown has enabled pupils to develop their independence as well improved their ICT skills, but most importantly it has made pupils appreciate the value of education, in particular the value of communication not just in your own language but in others too. Pupils have seen the importance of engaging with the learning and the importance of other languages for their futures.

Bishop Challoner pupils have developed their Spanish skills at all key stages this year, even our year 5 & 6 pupils have started to learn Spanish! Pupils have improved their listening, reading, speaking, writing, grammar and translation skills. They have obtained a real sense of achievement at being able to communicate in Spanish and enjoyed the many challenges in lessons. *¡Que año!* – What a year!

Spanish continues to be an enjoyable new challenge for many of our pupils and they always progress. I have enjoyed teaching all key stages Spanish and am delighted with the progress that has been made by our pupils.

¡Enborabuena, gracias y basta el año que viene!

Miss Prieto

Geography: Year 7 sketchmaps





Mathematics

It has been a very busy year in the Mathematics department, but for unexpected reasons. Many of the trips that we would normally run have had to be suspended due to the pandemic. Further, teaching Mathematics remotely has been a challenging experience, but one from which the department has learnt from.

Normally, it is in my nature to describe events in chronological order, but I would like to start on a positive note as I am sure we could all benefit from some good news. Our Sixth Form team of Lucas, Sahand, Tyrone and William, under the guidance of Mr. Lubi reached the final of the Base competition, which is ran by ICAEW (The Institute of Chartered Accountants of England and Wales). To reach this point in the competition is a fantastic achievement, and they have had to overcome some stiff competition from other schools. The various stages of the competition involved having to manage and/or solve a variety of scenarios that can arise in a professional business. We await with bated breath to find out the result.

April 2020, many pupils were looking forward with great excitement to the New York Trip. We were going to visit some world-famous landmarks such as Times Square, the Empire State Building and the Top of the Rock. The pupils would have also attended two talks from business professionals who work in the busy Manhattan Financial District and would have watched a show on Broadway. Unfortunately, due to the Corona Virus pandemic, many pupils were very disappointed as the trip had to be cancelled – as were Ms Hoyles, Mr Lubi, Mrs Otley and myself. On a more positive note, I hope we can run this trip in the near future, once the normality that we are accustomed to has returned.

During lockdown, as many of you know, learning has had to switch to being entirely online. To give a perspective of what learning Mathematics has been like during lockdown, our Year 10 pupils have given the following personal accounts.

“Lockdown was difficult, there’s no denying it. Maths stayed strong throughout and evolved to fit the situation and so did the teacher. There were challenges in difficulties of having one-on-one explanations but we were all still given the option for it. The constant notes with a shared screen meant we were never left without a detailed explanation of what to do. Class interaction kept us engaged so we couldn’t get easily distracted.”

“Like many others, I had a lot of trouble focusing and doing work in lockdown, but the consistency of the Maths lessons were very helpful in providing a sense of familiarity to the stressful circumstances we were facing. It was easy to be up to date due to the regular format of the lessons and the notes were kept so we could go over the lessons many times.”

Some of our Year 10 pupils are attending twilight lessons to assist their study for the Further Mathematics Level 2 qualification ran by AQA. They gave the following perspectives.

“Further Maths has been a very enjoyable experience. It has really challenged me and made me understand Maths in a different light, which has helped broaden my knowledge. The lessons have been informative and allows you to ask many questions as it is a safe space”

“I have always loved Maths, so when I got the opportunity to participate I didn’t hesitate. I’ve been doing it for eight months now and can honestly say I’ve loved all of it. It has pushed me to ask questions about things I’ve never thought about. It is challenging, enriching and exciting. I look forward to completing the course.”

I would just like to take this opportunity to thank Mr Lubi, Mrs Bastin and Mrs Woolaway for all they have done in helping me run the Mathematics department. I would also like to thank Mrs Anderson and Mrs Brooker for all their support.

Dr Samuel *Head of Mathematics*

Extended Project Qualification

Over the last year two of our Sixth Form students have been trying to complete their EPQ, which became particularly challenging during lockdown. Both projects contained work of a very high quality, and both students have done incredibly well in trying to complete their projects while studying for their A-levels and dealing with the challenges of the pandemic. One of the projects focused on designing and making costumes for Shakespeare's *A Midsummer Night's Dream*. Featured here are the excellent designs created by our talented students.

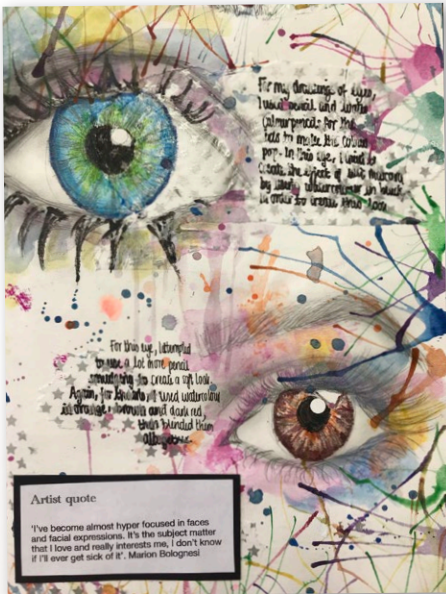
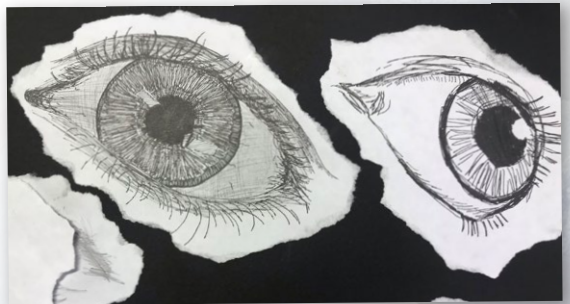


GCSE Art Project: Me, Myself and I

One of the most fruitful GCSE Art themes is a project entitled "Me, Myself, I." This gives the pupils the opportunity to study portraits, figure drawing and other aspects of the human being. It also affords the chance to look at artists well-known for self-portraiture, such as Sir Stanley Spencer, Frida Kahlo, Rembrandt and Amy Sherrald, and others who have explored what it means to be human.

It sets the pupils on a journey that can produce brilliant observed studies that can lead to imaginative and inventive major compositions that deal with human condition. This year's cohort have made an encouraging start with these detailed and skilful studies of eyes. There is a saying that states that, "...the eye is the window of the soul..." and these promising pieces certainly give this impression and suggest that high quality work will follow.

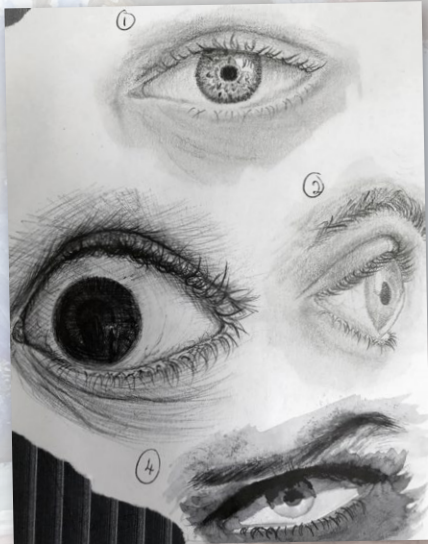
Mr Coultart



beauty lies
 Within your eyes
 Can't speak
 Of what I seek
 Its mystery
 A reality
 No purpose seems
 To fit dreams
 Beneath the lid
 Your eyes hid

My main piece when
 headed to study eye
 class. My teacher
 said that I did a good
 job. Then he said
 my work will be on full
 of the face within the eye
 studied many variations
 eyes in different ways,
 a girl on several occasions
 was watching her, when pen-
 pencil will color pencil so I could
 see the right medium I should use.

"The beauty of the eye is not
 in the color, but in the look"

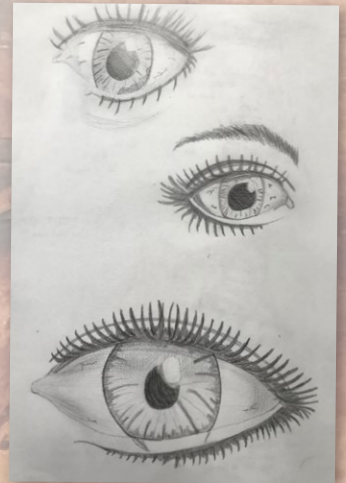


Pencils

black wood
 fine
 pencil
 when you
 put to
 colored pencil

...Within your eyes

...I used different materials to try and experiment them...



EYES IN DETAIL

1) used different materials to try and experiment them...

2) REAL SKINTONE

3) Freckles

4) I used different materials to try and experiment them...

5) REAL SKINTONE

6) Freckles

7) Freckles

8) DOING THIS MADE ME COME OUT OF MY COMFORT ZONE AS I TRIED TO DRAW REALISTICALLY I TRIED TO DO SOME SHADOW DETAIL

9) I used different materials to try and experiment them...

10) Freckles

11) Freckles

12) Freckles

13) Freckles

14) Freckles

15) Freckles

16) Freckles

17) Freckles

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100) Freckles

Design & Technology

The Design and Technology subject helps the pupils to develop a range of creative and practical skills using their own imagination and creativity. It provides them with numerous ways to demonstrate their knowledge and understanding, increase engagement in the learning process, and helps to meet the many learning needs of pupils within the classroom.



Year 8 Candle holder and mechanical toy



Year 7 Resistant materials
– Keepsake box



Year 9 Textiles – Cushions



Year 9 Product design
– Packaging and keyring



Year 10 Resistant materials – Cupboard and chest of drawers



AQA GSCE NEA Projects Child's high chair, jewellery, bird box, educational game, duvet cover



Design and Technology room wall display of pupils' work

Music

I arrived at Bishop Challoner school in September and was made to feel very welcome immediately.

Our 2020 Carol Service was held online, with musicians all recording their tracks separately. Notable moments came when Year 7 heard themselves in *O Come All Ye Faithful* and thought I had switched their recording for a professional choir, Meredith's lovely *Once in Royal* solo and Louis' successful mastering of the staff recording of *Torches*, performed in a heavy rock style.

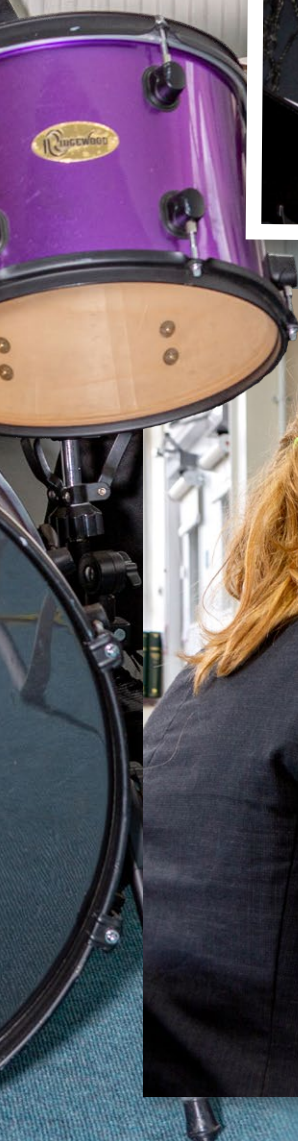


The Spring Term saw us once more in a full lockdown complete with remote home learning. My favourite quote from this period was "do we have to hit our own faces again this lesson sir?" (Year 5 coming to grips with the body percussion topic).

Concerts were performed within bubbles when we got back to school; with the Sixth form performing to an audience of invited Sixth formers, years 5 and 6 performing to each other, and years 3 and 4 also performing to each other.

Mr Kent-Davies





Lockdown learning: Music at home

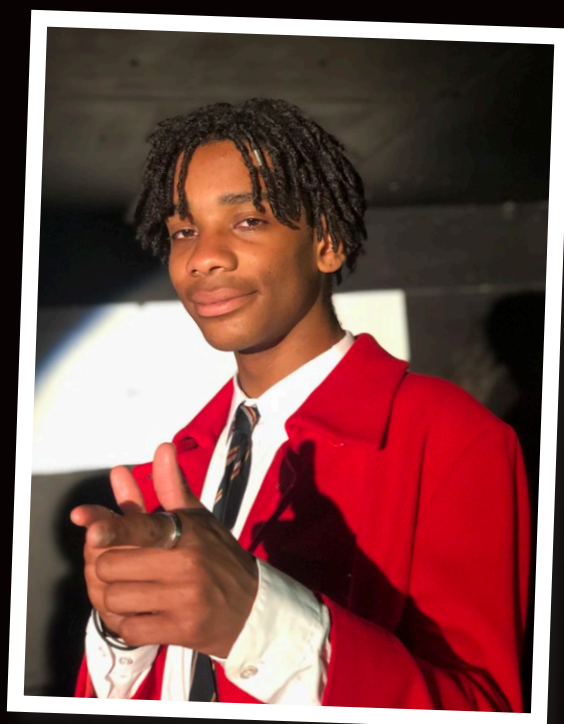
Having spent considerable time learning at home, upon returning to school we were able to progress further using the fantastic facilities offered by our music department. However, the progress made at home was, by all accounts, impressive, enjoyable and productive.

Thanks to our experienced teacher Mr Kent-Davies (who has already made an incredible impact on our department since joining at the start of this year), online music lessons were energetic and informative, and despite the obvious setbacks always posed by digital education; questions were always answered and students treated with the high level of pastoral care always maintained within our school.

Louis Sixth form student

Performing Arts





Whilst restrictions may have limited the location of lessons, it certainly did not hamper the energy and creativity of the pupils. This year we added set design, lighting and foley artist to our key stage three curriculum and I was really pleased with the way everyone embraced new opportunities.

Year 7 explored a spooky mansion, monsters and immigration in their lessons in addition to the basics of performance in mime, facial expression and script writing. **Year 8** used their skills in a radio drama and studying conventions of pantomime while **year 9** were excited to find out about the costumes and performance skills in the musical, Hamilton.

At GCSE our pupils explored DNA by Dennis Kelly and studied both Brecht and Stanislavskian performance methods. They devised their own pieces from a stimulus of either David Bowie lyrics or a Beyonce quotation. This group have been hardworking and innovative in completing a practical GCSE in such an unusual year.

Mrs Otley

Psychology

Early Attachment and Later Relationship

Psychology is a popular A Level at Bishop Challoner. We have been examining early attachment and exploring the links to adulthood. Here is an example of some of the areas we have covered this year.

What is attachment?

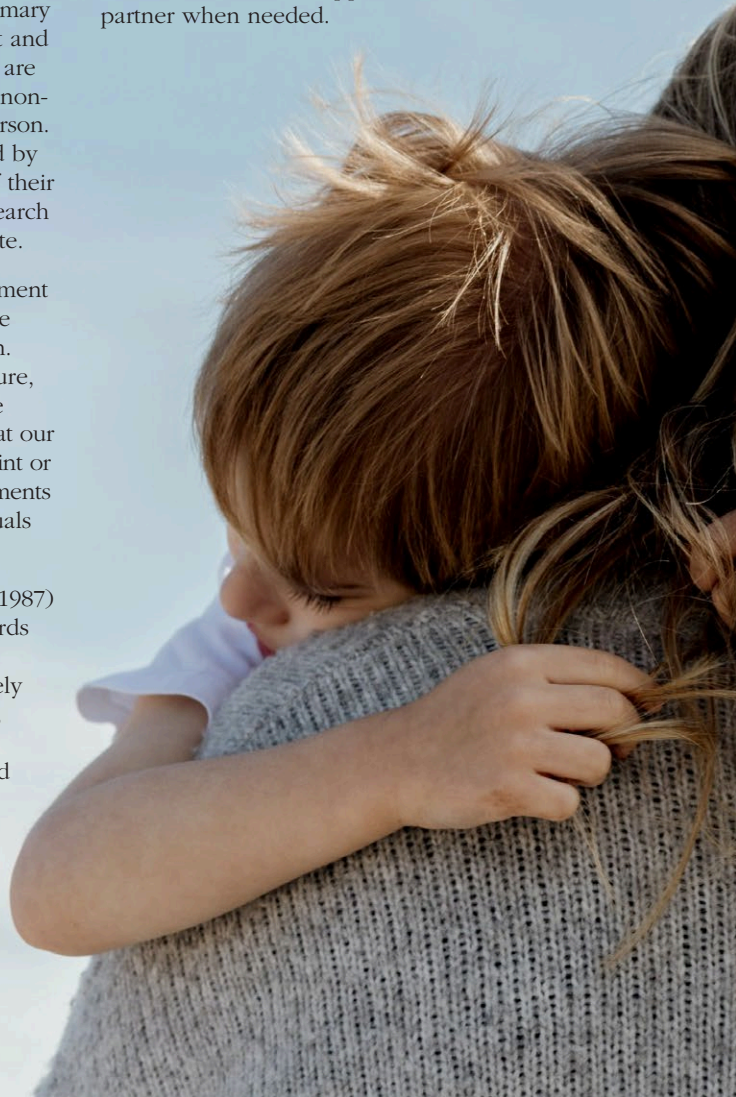
Attachment is an **emotional tie or bond** between two people, usually a mother and a child. The relationship is **reciprocal** which means it is a two-way relationship; the infant responds to the actions of another person, for example the primary caregiver. The relationship between the infant and the primary caregiver is like a dance, the two are attuned to each other's. Infants communicate non-verbally, they mirror the actions of another person. For example, with their facial expressions and by moving their body in tune with the rhythm of their caregiver, to create a kind of turn-taking. Research suggest that this interaction synchrony is innate.

In most case the mother is the primary attachment figure, psychologists suggest that men are able to form secure attachments with their children. Mostly fathers are a secondary attachment figure, who provide a more fun and physically active relationship with their children. He believed that our first attachment with our parents form a blueprint or an internal working model for all future attachments or relationships. Positive early attachment equals future positive relationships and vice versa.

Research by Cindy Hazan and Philip Shaver (1987) show that love experience and attitudes towards love (internal working model) are related to attachment type. Individuals who were securely attached as children, believe love is enduring, has mutual trust and are less likely to get divorced. Those who were insecurely attached felt love is rare, fall in and out of love easily, find relationships less easy and more likely to be divorced. They concluded that there is a strong correlation between childhood attachment and ideas on romantic love including success in adult relationships.

A secure child is a secure adult

When the needs of a child are met emotionally, mentally and psychically, they develop a secure attachment. This means the caregiver is sensitive to the child's needs, responding quickly and regularly. The child is often happy to explore their environment and feels secure. As an adult in the relationship, they often feel confident and are willing to ask for help or support from a partner and as well as offer support and comfort to their partner when needed.



They retain their independence but are loving toward their partner. They find it relatively easy to get close to others and feel comfortable with both depending on partner and being depended upon. Their love relationships are typically characterised by happiness, satisfaction, trust and emotional support. The relationship can last on average 10 years.

An insecure child is an insecure adult

Conversely, if the child often has doubts about their caregiver's ability to meet their needs emotionally, responsively and with sensitivity, they may develop insecurities that can extend beyond childhood and into adulthood.

The three styles of insecure attachment

1) *Anxious/avoidant insecure attachment*

The caregivers are distant and do not want intimacy with the infant. Infants want to be close but learn they will be rejected. As adult, they want to be close to partners but worry their partners will not return their affection. They are very uncomfortable with being close to others and believe that love is only transitory and that their partner will leave at some point in time. They worry about becoming dependent on another and distrustful of someone depending on them. They generally want less closeness than their partners seem to desire. They fear intimacy and experience emotional shifts from highs to lows. The relationship lasts on average 6 years.

2) *Anxious/resistant or ambivalent insecure attachment*

Caregivers are consistent and overbearing in their affection. Infants are anxious as they don't know how the caregiver will respond. As adult, they want to be close to partners but worry their partners will not return their affection. They want to be close to others but believe that others may not want to be close to them. They worry that partners do not really love them and thus may leave them. May want to merge completely and be engulfed by partner. The relationship has a rollercoaster emotional shifts and obsessive attraction and jealousy. It lasts on average 5 years.

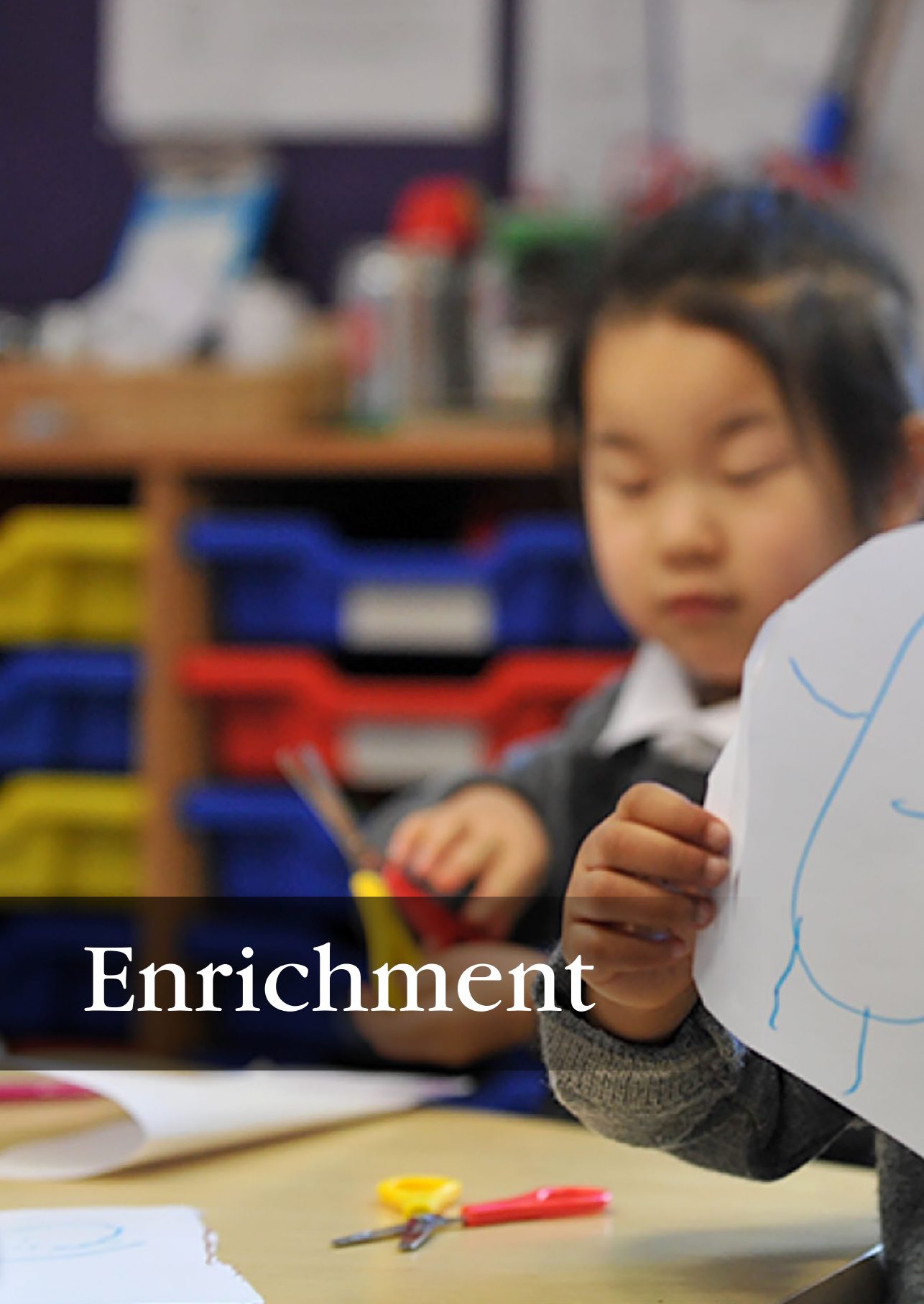
3) *Disorganised/disorientated insecure attachment*

The infant does not know whether to approach or avoid the caregiver when they have been absent. As adult, they are chaotic, insensitive, explosive, abusive and untrusting even though they care security.

Relationships in adulthood as a parent

Internal working models also affect the child's ability to parent their own children. People tend to base their parenting style on their internal working model so that attachment style tends to be passed on through generations of a family. Bailey et al. (2007) found that the majority of the mothers had the same attachment type with their infant as with their mother.

Mrs Ropkins



Enrichment



Gifted & Talented

Stretch and Challenge at Bishop Challoner School

The 'Stretch and Challenge' programme offered at Bishop Challoner sits alongside the delivery of the subject curriculum, with its aim being to give our pupils opportunities to develop their academic and practice skills beyond the classroom.

Although the majority of activities have seen some level of disruption this year, our pupils have still managed to continue with their commitments. Below are just a few examples of the work achieved this year.

Project Qualifications

The Art Department continues to offer the Higher Project Qualification (HPQ) to pupils who attend the Stretch and Challenge Art Club and this year Francesca completed her HPQ project on set design. The HPQ is a nationally recognised qualification and is the equivalent to half a GCSE. The project requires pupils to attend 36 hours of directed teaching, to plan and make their project and complete an extensive project log and are also expected to analyse and evaluate their performance on completion of their project. Francesca Griffith successfully completed her stage design project, having given a wonderful presentation to her fellow art club attendees.



This year the history department has been working with William on his Extended Project Qualification (EPQ) on modern British Politics and Mrs Restivo has been working with Meredith on her costume design project. The EPQ is equivalent to half an A-Level and although the project requires 36 hours of directed teaching and learning sessions, pupils are required to work independently on their project, with the sessions focused on developing the core skills

required to complete their projects. This year William successfully completed his project on the political impact of the 2010 Coalition Government and Meredith completed her project on costume design for *A Midsummer Night's Dream*.

Certificate in Further Maths

This year the Mathematics department decided to offer the Certificate in Further Maths to pupils in year 10. The aim of the certificate is to stretch and challenge pupils beyond the GCSE syllabus by focusing on mastering mathematical reasoning skills through a focus on key concepts such as Algebra, Geometry, Calculus and Matrices. The course is delivered in after school sessions across the academic year and the current group will sit their exams in Summer 2022.

Research with NACE

This year, in my role as the Gifted and Talented co-ordinator, I have been taking part in a research initiative with NACE Hub members. The project is focused around research carried out by the Education Endowment Foundation on metacognition and self-regulated learning, with NACE publishing the results from their trial project titled *Making Space for Able Learners*. The Hub research project is tasked with exploring character strengths in the More Able, with the aim of enhancing their independent learning skills, resilience and mental well-being. As part of this project I have been working directly with pupils in year 11 to improve their time management and revision skills. The research project has been extended and will continue into the next academic year 2021-2022.



Miss Holley *Gifted & Talented Co-ordinator*

Forest School

We are so fortunate to have the opportunity to observe the natural world during our Forest School sessions. The flora and fauna that we can see are varied and our fruit trees attract a variety of birds to the Forest School site. Blackbirds love to pick our cherries and the parakeets sit in the branches of the apple trees whilst our robin visitors swoop down to try any windfall fruit that they can find. In the colder months, the birds are nourished by the feeders made by the Nursery children, which hang like winter decorations on the bare tree branches.

Bird watching is one of the highlights of our Forest School sessions. During our mindfulness time at the start of each morning, the children sit very still and concentrate on listening. This quiet time highlights the noises around them, and they can listen to the different bird calls as our feathered friends fly through the trees above them.

David Attenborough said "Bringing nature into the classroom can kindle a fascination and passion for the diversity of life on earth and can motivate a sense of responsibility to safeguard it."

Every January we take part in the RSPB Big Garden Birdwatch and send our results through for this national survey. In our own little way, Bishop Challoner Forest School is caring for and protecting the birds in our little patch. It is such a wonderful learning experience for the children and so important that they are able to have these encounters with nature.

Mrs Coates



Eco Club

The Eco-Schools programme provides a Seven Step Framework has been designed as a very simple environmental management system that empowers young people to introduce and lead environmental actions and education in our school.

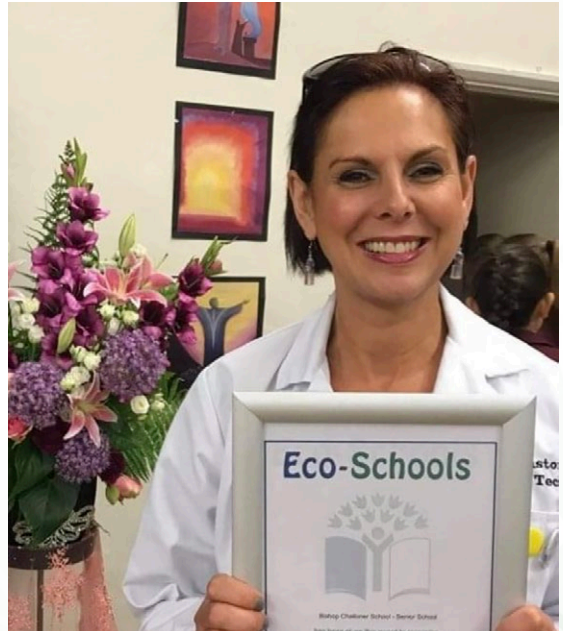
All Eco-Schools topics help young people engage with environmental issues that are important to them and their local community. They also cover a huge range of sustainability issues including carbon reduction and each topic is entirely open to pupil interpretation.

Young people are at the heart of environmental action and this is the main reason why the Eco-Schools programme is the largest educational programme in the world. Our Eco club consists of pupils of all abilities who work together to plan, deliver, monitor and evaluate environmental actions in our school.

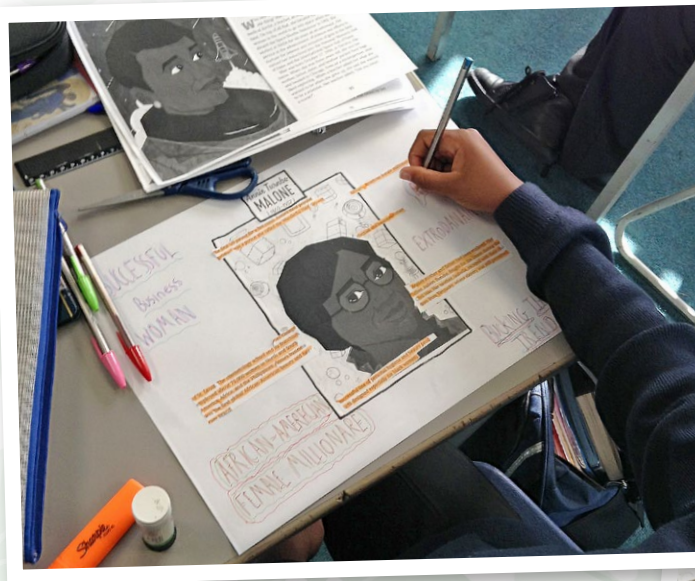
- Eco Club engages young people in important environmental issues;
- Demonstrates to pupils that environmental actions can be enjoyable, social and rewarding;
- Teaches responsibility and generates a sense of community;
- Develops the skills and knowledge young people need to play an active role in protecting our environment now and throughout their lifetimes;
- Empowers students with the belief that they have the ability to positively impact our planet.

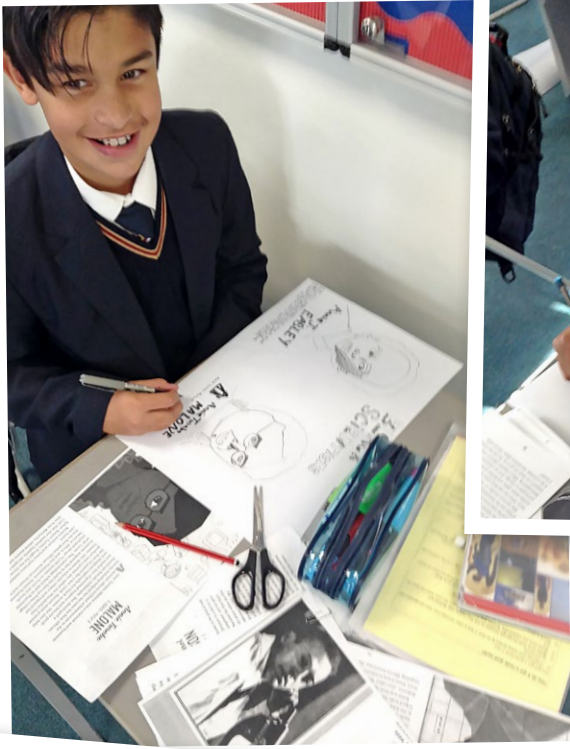
We are so proud of the changes that our Eco Club have made at Bishop Challoner and are looking forward to working on more important issues and gaining our Green flag award!

Miss Ruston



Senior Science Technician Miss Ruston and Eco Club leader with the School's Silver Eco School award.









Sports

Sports

The success of some of our athletes and teams including leading both the U13 Division 2 borough Netball league and Kent schools football sixth form league at the beginning of the first lockdown stands out as unforgotten highlights in what has been a testing 15 months for all. Much like the blossoming trees of spring, as we look forward to competing against other schools, Bishop Challoner's top class sportsmanship is once again thawing in anticipation for future fixtures. I sincerely hope that, like myself, exercise has been a great support to both your physical and mental health. This has been demonstrated in the junior PE challenge where the juniors exercised for over 2000 kilometres across two months at the start of the year, a fantastic achievement from our youngest students.

As we emerge from this challenging time for our young sportsmen and women, I thought it would be uplifting to share some stories from our most talented athletes. They have faced the barriers of staying fit and active during lockdowns with resilience and determination, a true credit to Bishop Challoner! I hope you enjoy reading their articles and sharing in their achievements as much as I enjoyed hearing about them.

Hopefully with normality slowly and surely returning, we can look forward to an action packed summer including the Tokyo Olympics and Paralympic Games, European Championships held across Europe, the British and Irish Lions in South Africa, the inaugural Hundred cricket championships and the Wimbledon Tennis Championships, to name a few events. I'm sure lots of us will be inspired from the events this Summer and as a department, we have our fingers crossed we are able to offer more clubs, fixtures and competitions from September.

Mr Oliver *Director of Sport*



Reception PE

Reception are making great progress as I continue to enjoy and look forward to our lessons. In Reception, the PE Department endeavours to improve pupil's ABCs (agility, balance, and co-ordination) and Tag Rugby is the perfect sport to improve these core skills, focussing on skills such as catching, throwing, and processing several pieces of information in a games-based context.

Mr Snaddon

Junior PE Challenge

The response to the Junior PE challenge was excellent. It was a joy to see so many juniors exercising and looking after both their physical and mental health in what has been an extremely difficult time for everyone. The pupils faced some difficult weather conditions but that did not deter them from exercising. In terms of participation, the year 2 and the year 5's have led the way with the vast amount of pupils in the class sending across their exercise.

There have been some truly standout performers. These include Alex (year 2) completing 94.6 kilometres, Milana (year 3) who has exercised for 144.2km, Adam and Matt, both year 4 pictured below, who have both completed 330km, Jamie (year 6) exercising for 95.7km and Jehan (year 6) completing 134.5km. Amazing job boys and girls!!

Well done to year 4 who had accumulated a massive 1102.95 points to win the challenge. Also well done to every pupil and parent involved in the junior PE challenge. You have completed a combined 2008 kilometres, a monumental effort!



Junior PE Challenge results:

Reception achieved 124.2 points

Year 1 achieved 336.4 points

Year 2 achieved 480 points

Year 3 achieved 271.5 points

Year 4 achieved 1102.95 points

Year 5 achieved 321.5 points

Year 6 achieved 298.85 points



Year 11 GCSE Climbing

At the start of the academic year, the year 11 GCSE PE group attended The Reach climbing centre in Woolwich every Wednesday as one of their three sports for their course. The pupils did exceptionally well, learning new skills and overcoming both the physical and psychological demands of rock climbing. In October, they spent the day at the climbing centre where all pupils scored 95% or above on their assessment. They thoroughly enjoyed their time climbing and spurred each other on during the assessment, well done year 11!!

Gymflix Gymnastics Club

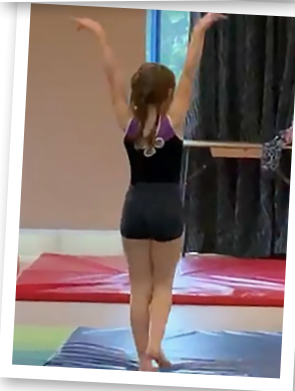
A lot of things weren't as normal during lockdown, gymnastics being one of them. Fortunately, at the start of lockdown we were able to switch to doing lessons in the park. Even though we didn't have most of the usual equipment, we still had great lessons.

However, as the pandemic escalated and lockdown rules increased, we had to start doing Zoom lessons from home instead. Everyone was trying their best to make it just like a regular lesson, but it just was not the same. At one point I thought I was going to crash through the floorboards! Swinging around bars, diving on vaults, moving along the floors and balancing on the beams is what makes gymnastics to me.

I will not forget the memories we made, like when one of the mats went rolling down a hill and everyone chased after it! I was also invited to start coaching with the club, which really made my day. So, while things were a bit different during this time, there are lots of positive things that happened with gymnastics during lockdown.

Now we are back at the club doing gymnastics, I am happier than ever. I use all the equipment again and my friends and fellow coaches are all there too. Lockdown sports may not have been the easiest but we all got through it together!

Maisie Year 5



At least we could still exercise

It's been over a year since we went into the first lockdown and, needless to say, sport has been interrupted a fair bit – everything shut down and I don't know about anyone else but I definitely felt the hit. That doesn't mean that I didn't have training in any form.

I kept up with the school PE challenge which was a fun addition to my makeshift training schedule. My training included a mix of middle distance and sprint sessions with my dad and my brother Jamie, and a series of 5k runs. It was really hard to keep motivated without any of my friends and groups to train with. To be honest, I don't know if I would have been able to keep going if it wasn't for my family and virtual races.

I used the time to focus on the races times and my times but, unlike many, I was lucky enough to have a community that kept the sport going without putting anyone at risk. It was great

being able to race (even if it was virtually) and compare my times to other people all over the country in one format. These were the Enfield League and another one put on by the National Centre for Race Walking which allowed me to compete against more people my age.

However, I was still counting down the days until tracks could open back up and, when they did, I dove headfirst back into training in all of my events (middle distance/endurance, race walking and hurdles) and the good news is that all the training has paid off, with me setting new personal bests, as well as a new club record. I'm also pleased to be coaching the younger athletes.

More than times, more than competition, it's just been great to feel the spring of the tartan under my feet again.

Jonny Year 10

A year of staying safe, staying fit... and onesies

During the lockdown, we all faced many challenges in sports. Stuck at home we couldn't play any team sports; we couldn't compete; we missed our friends; and in the winter, by the time we came home from school, it was dark, which added an extra challenge to training.

Thankfully, there were some good things that kept me motivated to keep exercising. The online PE lessons with Mr Ramdhan were lots of fun – it was the first time that I've done sport in a onesie! I especially enjoyed the session where we raced around the Monopoly board by completing different exercises. I also took part in the school Junior PE challenge, which was an inter-year running competition.

When we were allowed to attend school again, we had a new format to our PE lessons which I really enjoyed. In our double lessons we now had a rotation of three teachers, each one teaching a different sport. I liked that we were able to try out a wide range of sports including basketball, football, tag rugby, cricket, netball and rounders.

My rugby group met whenever the restrictions allowed (sanitising our hands every 15 minutes), but we couldn't play any matches against other clubs. The coaches kept up team spirit by hosting weekly Zoom fitness sessions and giving us challenges to complete, like running the distance between the rugby stadiums that would be used for the Lions tour of South Africa and seeing how far you could run in 4 weeks – I ran the equivalent of an ultra-marathon.

During lockdown, I finally became old enough to join the Blackheath and Bromley Athletics Club. I am now part of the training groups for sprints, long jump and hurdles, and I am really looking forward to competing. When we weren't allowed to train at the track, my running coach gave us sprint training and core workouts which I did with my brother and my dad.

I am looking forward to next year when we can hopefully play sports without any restrictions.

Jamie Year 6



Fencing

During lockdown we were not able to have our normal Fencing Club so the seniors and upper juniors were invited to the 'Lock Down Fencing Channel'.

The channel gave them an insight into the history of Fencing, the basic moves, fitness exercises, film clips, Olympic fencing to watch and some fun activities to do, including quizzes and crosswords.

Each week a new task was set: basic foot work, attacking and defensive moves, scoring, equipment and rules. Accompanying videos to enhance the experience were offered and drills to practice.

We looked at our current day fencing role models in the UK and the rest of the world. Closer to home we had sessions studying the career of our coach Glen and looked at his current successes with Team GB, and also with our Master-in-charge-of-Fencing Mrs Restivo who shared some of her past fencing successes. Mrs Restivo looked after the Italian fencing team during the London 2012 Olympic Games which she said was one of the highlights of her fencing career.

Glen Started fencing in year 2 at Bishop Challoner School with Mrs Restivo as his coach. He won the British U/10 National Championships and then the U/12 National Championships. He was encouraged to attend an outside club for extra coaching and continued to accelerate in his career to become a member of the British Squad fencing on the International circuit.



Team GB fencing squad at the 2012 Olympic games in London.



Mrs Restivo at the Olympic Games meeting her Fencing role model Andrea Baldini.



Glen at the Löwe von Bonn Men's Foil World Cup Series.



Glen appeared on TV show 'Blue Peter' with his brother Scott, team mate Katie and his coach Mrs Restivo – all from Bishop Challoner FC.

Bromley & Beckenham Hockey Club

I play hockey for Bromley & Beckenham Hockey Club – known in the hockey world as BromBecks. I play both ladies hockey in a Saturday league (Kent) and U16 Girls hockey league (Home Counties League) on Sundays. Hockey is my hobby but with me studying for my GCSEs it's become much more important than just a hobby but as a way to relieve stress and forget about the academic demands of GCSEs.

Lockdown and all the COVID restrictions have been really hard for sports people. Whilst my sister continued her gymnastics training three times a week on Zoom, it's much harder to keep up with field sports. I had to stay really motivated keeping myself fit with running, cycling and weights at home. Not surprisingly the leagues had to be suspended for this season. We're slowly getting back to normal though, by starting training with the U16's on a Monday and the ladies team on a Thursday. We managed to have some inter club matches which I thoroughly enjoyed competing again. This was then followed by a



friendly against New Beccehamian's Hockey Club where we won 4-2. I'm staying on at Bishop Challoner for sixth form and plan to get involved coaching junior hockey.

BromBecks has teams ranging in age from U8 to U18 for both girls and boys and once you're 13 you're able to play women's and men's league hockey. I'd be happy to speak to anyone interested in the sport.

Eleanor

Tottenham Hotspur Football Academy

During lockdown, it was really hard to cope with keeping up with my football as I couldn't go out to train or leave my house. In December, I went on holiday with my family which made it much more easier to train as the country I went to was not in lockdown. I was training every single day and going on runs at the beach and trying to keep as fit as possible. The academy I play for (Tottenham Hotspur) sent out videos and analysis work for everyone to do, to prepare us and keep our minds mentally ready for the return to the training ground. This was a tough time but a great experience for me.

Now I'm back at regular training I feel fit and sharp. I've played a lot of matches since coming back, and even better I've been playing and training with the under-14s which is a good sign. I've spoken with the coaches at Tottenham and they've all told me how impressed they are with me. They're always giving me good advice.



I set myself a lot of goals last season and I have accomplished all of them with hard work and commitment. My advice to any aspiring footballer is to work hard and never let anyone tell you that you can't do something!

Sam-Al Year 8

Blackheath and Bromley Harriers Athletics Club

It is great to see some of our pupils representing Blackheath and Bromley Harriers athletics club which is home to the fastest British woman in history; Dina Asher-Smith (pictured below). Two of our young athletes, Ted and Adam, have written reports of their experience competing with the club.

It's been a challenging time for training over lockdown. Although I wasn't able to train at the track for a while, my coach made sure that I kept up to a high-standard of training throughout the last year – through zoom calls with my training group for circuits and plyometrics, and making sure I continued to train on my road. Circuit training was great which kept my training varied and interesting whilst keeping my general levels of fitness high and my plyometric training works specifically on my leg power which is essential for all sprinters.

It has been great to get back to the track and train with the Seniors on Monday, Wednesday and Saturdays and enjoy the competitive element of the sport again. After a couple years of not competing, I have events coming up over the next few months, aiming to run fast times in 100m and 200m. National events are still not on but I hope to run for Kent again next year.

Adam Year 11



As we all know Covid-19 has disrupted the world beyond what we thought was possible and with it our sports had to stop for safety reasons. Football pitches, tennis courts and running tracks all closed leaving the athletes without the necessary facilities to practice. Me, being a runner, resorted to doing my training around a park, following the sessions set by our coaches in an attempt to maintain our speed and endurance. However, it was very difficult to continue to find motivation to run which was similar with all athletes but I persevered and ran as best as I could.

Eventually, when the rules were eased, we were allowed to train with one other person; I began running with my friend which made the sessions a lot easier, both mentally and physically as we had a competitor to race against. We had a variety of sprint and endurance sessions to help

us work on all aspects of running. Our training soon picked up and we were running well. Further relaxation of restrictions then meant we expanded to groups of six and we kept up with our training, spurring each other on. We continued like that until we were allowed back at the track and normal training was allowed to resume as usual.

Overall, it was very difficult for everyone to keep up with training and many people lost motivation as they saw a drop in their performance but that was the same with everyone including me. Although, it was an experience making me an independent athlete which helped me to improve. I am now consistently training and improving, working from the foundations set in lockdown.

Ted Year 11



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