

MAYFLOWER HIGH SCHOOL NEWSLETTER



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Last week I resumed my Learning Walks, I listened to Year 8 students conversing to each other in Spanish, It was a pleasure to be able to observe a number of science classes where students were enthusiastically engaged in a range of experiments from preparing and observing animal and plant cells (liver and onion) to a specific latent heat of water practical. I was also treated to some amazing singing from Year 9 students. Throughout that lesson I heard and saw students being expressive, working collaboratively, experimenting, developing transferable skills which all contribute to our young people having increased levels of self-confidence. Popping in on a homework club session I was greeted by two Year 7 girls who some weeks ago I had spoken to as they walked across the site one afternoon afterschool.

Staff from the Progress Centre were on hand to support the students, I am grateful for their commitment and hard work. It has been great to see the extracurricular life of the school picking up with students involved with clubs and activities at lunchtime and after school. I know that several departments will be commencing revision and exam preparation sessions for our Year 11 and 13 students over the coming weeks, I commend their dedication.

Ms J Williams
Interim Headteacher



Digital Leader Recruitment

A massive congratulations to Mia Pearson, Lotty Smith, Sophie Thomas and Mia Wilson in year 7. They were successful in their applications to become Digital Leaders. The Digital leaders interviewed the Year 7 students as well as tested their understanding of Online safety and projecting their voice ready for assemblies and workshops. We look forward to them completing their training and supporting the team in educating and empowering our community to make the right decisions online.



Miss V McDowell

Eco Club- Ring Pull Collection

Eco Club are collecting ring pulls from drink cans so they can be reused in other ways. The amazing charity, 'The Purple Community Fund' collect ring pulls in order to teach disadvantaged people how to make upcycled handbags and other gorgeous accessories out of recycled ring pulls, helping them find renewed confidence, self-esteem and purpose.



If students have any ring pulls, please bring to Room 86, where there is a drop box.

Students will receive merits for their contributions!

Mrs C Davis

Recycle your ringpulls here!*

We want to help people lead fulfilled, safe, inspired and resourceful lives through our training & education programs.

Thank you

**PURPLE
COMMUNITY
FUND**

*each ringpull raises approx three pence to support our work.

Company Number 8963655 | UK Charity Number 1158729

RING PULL COLLECTION

To donate, visit
Room 86 (Mrs
Davis) RS.

*** 5 Ring Pulls = 1 Merit! ***

Opportunities for merits if you donate
ring pulls from cans & bottles.
Boxes available to donate.

*** Help the Environment ***

#Eco Club



Food Preparation and Nutrition



In Miss Miles's Year 8 class this week they made vegetable ragu and couscous; they even had enough time to plate style their dish with a couscous mound and garnish. Just look at some of the top dishes of the lesson, they look delicious!



In Miss Miles's Year 7 class last week made layered pasta salad. The key element was the fine chopping skills they had learnt and layering the different ingredients to make an appetising dish. These are just some of the delicious but healthy dishes they made. Well done Year 7; you worked really hard in this lesson!

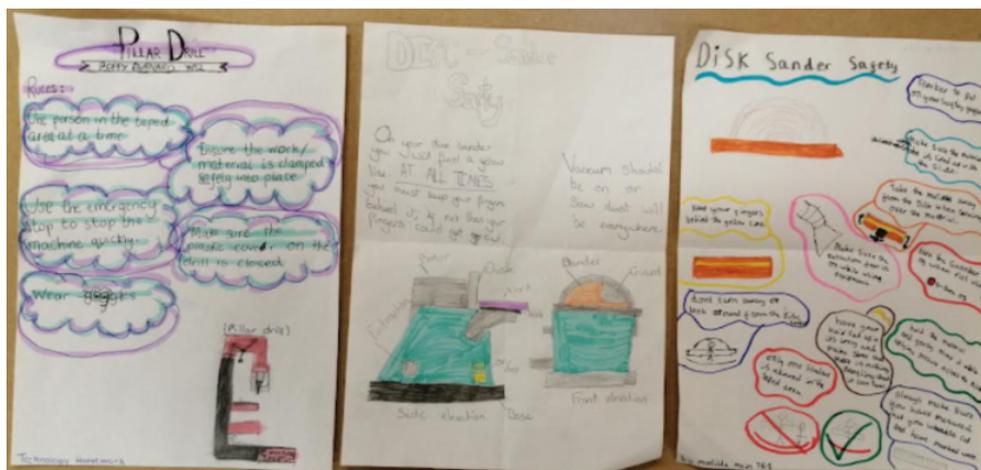
Miss J Miles

Design & Technology

In Year 8 with Miss Miles, the pewter casting stage has taken place and just look at the keyrings. After the mould was made in the last newsletter, the moulds were then placed in the casting machine and students (with supervision and guidance) were able to pour the hot molten pewter into the mould. These keyrings are fantastic! They have just started to polish them and will next saw off the sprue (excess where the mould allows the pewter in the mould) and smoothen the edges. Great work and a shout out to: Daisy Spencer, Ceyda Akyel, Florence Meade, David Ciorogar and Scarlett Paul.



In Miss Miles's Year 7 classes, the students have been getting ready to finish their wooden automata toy project. For homework, they were asked to create health and safety posters on a chosen piece of machinery. Just look at some of the work that was handed in. A shout out to: Poppy Burnard, Matilda Mein and Juliet Wenborn for their effort with their posters. Excellent work!



Meanwhile across the Year 10 classes with Mr Fowler, Mr Kempin and Miss Miles, our GCSE students have been working with timbers. This has also given them the chance to explore knock-down fittings and flat-pack furniture: how they come in the box, how they fit together and how to take them apart again. Safe to say all the students really enjoyed this mini practical.

Miss J Miles



Year 7 Spanish Spelling Bee

10 February

Year 7 students, we are inviting you to a Spanish spelling bee on Thursday 10 February in Room 103 at 1pm.

You will be asked to spell words from modules 1-3 (see your workbook). Successful candidates will be entered into the final after the half-term break.

The winner will be awarded a prize and will be published in the newsletter!

¡Hasta pronto!

Miss J Nicholson



Year 7 and 8 Dyslexia Christmas play 'Mayflower's Got Talent'

Friday 21 January saw a fabulous drama performance from Esmee Turner, Ethan Omogbai, David Brace, Amber Frost, Tommy Lawrence, Alfie Kay, Tony Bowers, Alfie Woolmer and Omar Haroon in Room 11 of the Dyslexia Centre. As has been tradition for 25 years in the Dyslexia Centre at Mayflower High School, the younger students perform a Christmas play for the older Dyslexia students and staff. Covid has prevented this from happening for two Christmases so it was wonderful to witness this event finally taking place.

Students were awarded an English Language level based on this and it was impressive to watch very strong performances from students where reading and learning lines can potentially be challenging. It was also delightful to witness each student perform confidently in front of older students and staff.

Well done to all who took part!

Mrs Thorogood



Paired Reading

A number of students from Year 7 have been taking part in Paired Reading with students from Year 9 and 10. They have been reading a wide variety of books and with a student buddy are developing their reading and confidence, whilst keeping their reading partners on their toes, by asking questions about the books.

Every srydent then has the chance to earn entries into a monthly draw where the winner will be able to choose a prize, as a reward for their hardwork.

Well doe to everyone taking part and for all your hard work.



Mrs Moon

Spanish Speaking PPE

The Year 11 students have just finished their very first full Spanish speaking PPE and the Spanish team are very impressed with their hard work and mature attitude in what is probably one of the most nerve-wracking exams. The GCSE speaking exam has 3 parts to it: A role-play task, a photo task and a general conversation task. The higher exam lasts between 22 and 24 minutes whilst the foundation exam lasts between 19 and 21 minutes.

Both exams include a 12 minute preparation slot for the students to make notes on their photo and role-play cards, which they can bring into the exam. We hope that this has given our students an insight into how the real speaking exam will work. The real exam is due to take part in April and will be one of the first GCSE exams. For those students wanting to start their revision early, past role-play cards and photo cards have been placed on Google Classroom. Students wanting to revise the General Conversation can access the questions and modules on pages 198-199 of the their GCSE VIVA textbook. We will be running speaking revision sessions nearer the time. ¡Bien hecho a todos!

Miss J Nicholson



STIMULUS FR1

Topic: What school is like

Instructions to candidates:

You are with your Spanish friend talking about school. The teacher speaks first.

You must address your friend as tú.

You will talk to the teacher using the five prompts below.

- where you see - ¿ - you must ask a question
- where you see - ! - you must respond to something you see

Task

Hablas con tu amigo/a español/a.

1. tu colegio - descripción
2. tu uniforme - opinión
3. !
4. profesor/a favorito/a - descripción
5. ¿ asignaturas preferidas



STIMULUS FP4

Topic: What school is like

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre aprender a cocinar
- la descripción de una clase práctica que te gustó
- las asignaturas que vas a estudiar el año que viene
- tu opinión sobre los profesores en tu colegio

- Mira la foto y prepara las respuestas a los siguientes puntos:
- la descripción de la foto
 - tu opinión sobre las reuniones de familia
 - una fiesta que te gustó
 - lo que vas a hacer para celebrar tu próximo cumpleaños
 - tu opinión sobre tu celebración preferida

Holocaust Educational Trust - Lessons from Auschwitz

Thursday 27 January marks 'Holocaust Memorial Day'. This is day where we pause to reflect upon the devastating impact that the Nazis and their collaborators had across Europe during World War Two. Every year, a group of Sixth Form students are asked to represent Mayflower on a course that visits Auschwitz-Birkenau Concentration Camp, as well as looking at the wider Jewish community in Europe pre and post-Holocaust. This course is organised by the Holocaust Educational Trust. However this year, due to Covid, it was organised as a virtual course instead. I attended three separate live lessons, which included a virtual tour of Auschwitz-Birkenau, a testimony from a Holocaust survivor and information about the historical event.

In the first of the live lessons we "virtually" met other participating students, of which there were over 100 students throughout the UK. At this session, we learnt about the history of the Holocaust and the misconceptions surrounding it. At the following session we heard a live testimony from a survivor, Eve Kugler, who shared her extraordinary life story. Eve was severely affected throughout her childhood by the dehumanisation of the Jewish community. For example, her family's shop window was destroyed during Kristallnacht, witnessing terrible deaths of relatives, being separated from her family and later being sent to France and New York. Her experiences have understandably had an impact throughout her whole life. I also used virtual reality technology to see key sites at the Auschwitz-Birkenau memorial and museum. The shocking images really highlighted how dehumanised prisoners became.

This experience has truly changed my understanding. Although people know Holocaust facts and figures, this course re-enforces that the data represents people's lives, as well as the long term personal consequences of their experiences. By completing this learning journey, I have commemorated the Holocaust and feel privileged to have spoken to one of the few remaining survivors of their generation. I am now honoured to be a Holocaust Educational Trust Ambassador.

"When you listen to a witness, you are a witness."

Maddie Rogers, Year 12 Student

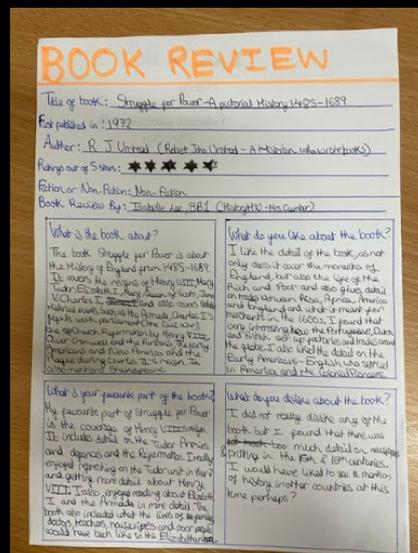


History Extended Tasks

Within the History department, we have a series of optional tasks that build upon the content we cover within class. The tasks can include tasks such as reading a historical fiction book linked to their curriculum, writing a review on an article/book/podcast, improving an assessment or visiting a historical site. Upon returning to school in January, we received some brilliant tasks that students had completed over the Christmas holidays. These included tasks such as historical book reviews, reviews of historical podcasts, a YouTube video that reviewed 'The Book Thief' by Markus Zusak, leaflets filled with various resources to help extend their knowledge and improved assessments. Since then, we have also had a number of Year 10 students who have redrafted and improved elements of their recent American West assessment.

We are extremely proud of our students for demonstrating excellent dedication to their studies. The students who have completed extra tasks are listed below. Well done to all of those listed!

- Isabelle Lee 8B1
- Anya Mistry 8F2
- Shelby Coventry 9B1
- Frank Thornton 9B1
- Elizabeth Nunn 10L2
- Mae Levett 10B1
- Samira Shams 10F1
- Daniel McGuinness 10B1
- Miss Gunnell



Music News

It has been great to get back to some live music making in the classroom this year! In particular our Key Stage 3 Musical Futures project has seen some amazing group performances with our Mayflower musicians on keyboard, drum kit, electrical guitar and electric bass performing together as a whole class.

If you have enjoyed this experience of playing these instruments then why not develop the skills you have been learning further?

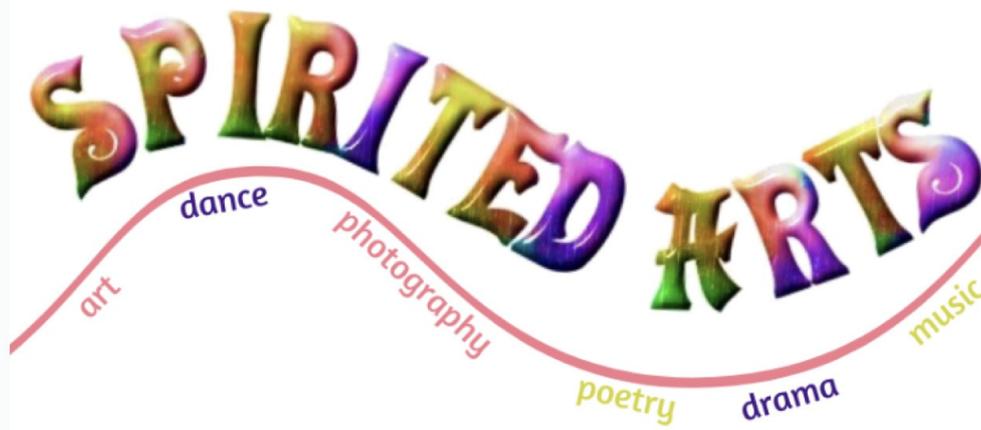
Q. How do you become an even more awesome person than you already are? (is it even possible?)

.... by learning an instrument!

At Mayflower, we offer 1-to-1 instrumental lessons provided by high quality tutors supplied by Essex Music Services. If you are interested in having lessons in school, speak to your parents and complete the online lesson request here <https://ukessex.speedadmin.dk>.

Or visit <https://www.essexmusicclub.org.uk/site/parents-carers/instrumental-tuition/> for further details about lessons with Essex Music Services. Alternatively speak to your music teacher directly.





Join hundreds of schools from around the world taking part in this year's Spirited Arts competition! We welcome entries in (almost!) any art form your pupils can think of, including:

Art (painting, drawing, sketching etc)

Poetry

Photography

Dance

Music

Drama

Sculpture

Winning entries will provide a good response to one of the 5 themes, and judges will be asking is it original? Is it well-crafted? And (most importantly!) is it excellent RS?

Pupils can enter individually, in pairs or groups, or as whole class or year group.

Entries will be sent to RE Today for judging, prizes will then be awarded to the winning entries!

All entries must be handed to Mrs C Davis in RS by 30th June 2022.



Competition Themes

“We have far more in common with each other than that which divides us.”

The quote from Jo Cox MP introduces this theme which is about the question: are we one human race, despite our differences and divisions? We are all different, and all religions are different – but are we all the same too? Can we all be united? What holds humanity together? Is it faith? Hope? Love? Music? What threatens to tear us apart? How can we overcome the divisions that affect us? Use some specific religious ideas and quotes in this. Make a work of art that shows what unites us, brings us together, joins humans as one people and expresses our harmony. Use the disciplines of theology, but also of psychology and sociology to explore the questions and create your responses. We are delighted to once again partner with the Jo Cox Foundation to run this theme

God’s good earth?

(“Beautiful World, wonderful God?)

Are we spoiling God’s good earth? Does the Earth belong to God? Should we be thankful for it? Can we save it in time from the threats of climate change? The beauty of the earth is celebrated in many religions, but the human spoiling of the earth is a danger and a coming crisis. In this theme, learners are invited to explore ideas and beliefs about the natural world, human responsibility for the earth and ways of praying about climate justice. Great work will show some originality: the globe in God’s hands won’t win! Challenge pupils to use scripture quotations thoughtfully, but also the methods of scientific enquiry and moral study to develop deep answers and good writing to go with stunning images.

Searching for God

Pupils who are atheists, agnostics and believers in God can all respond to this theme. We invite expressions of their sense of the search for God. Where’s God? In your heart? In prayer? In the temple or the universe? Or is she hiding? Is he not there at all? Unreal? Imaginary?

Looking for God, searching for him or her, matters to many, but how are we doing in finding God? Would you search with google or a ‘god-detector’? Is God on Instagram, TikTok or WhatsApp? Can God be found by prayer or by looking among the world’s suffering people? This popular theme produces great work where pupils use ideas from religions clearly: The Jewish Psalms 42 and 43 are where it starts – there are parallels in many scriptures. Use theological reflection as well as philosophical argument to make great work.

A view of the world

Our subject is increasingly called ‘Religion and Worldviews’ This theme invites pupils to express their own world view. That might include beliefs and values, identities and truths as you see them. A religion is one kind of worldview and so are Humanism, atheism and being spiritual but not religious. Encourage pupils here to think about their own view of the world – or maybe some older pupils will present a view of the world they disagree with! Looking through a lens, some tinted glasses or a microscope is a common image for trying to understand how our worldviews work – will your pupils use that, or some more original idea?

Celebrations: Big days and big ideas

This theme enables pupils to create work about religious festivals from Divali and Eid to Wesak or Vaisakhi, Easter or Shabbat, Christmas and Remembrance. Festivals can be annual – or weekly, celebrated in places of worship or on the streets. Encourage learners to connect their vision of today’s festivities to stories and memories from long ago, and to use scripture and other holy words in their work. Pieces of work might look at one festival, but some will be up for the challenge of looking at more than one celebration and noticing what’s similar and different, how excitement, memory, love and community are drawn together by big days and big ideas.

Achievement Award Winners

Students were all given a new student card this term which is green and replaces last term's yellow card, students are expected to have this card with them at all times during the school day. We are delighted to see that students have already earned positive signatures for showing our core values around school; be a learner, be respectful and be safe and are using their fast passes into the canteen. During our school council meetings this half term students are reviewing our rewards policy and are coming up with some really excellent ideas that they will be asking for feedback from their tutor groups.

Merit Totals:

Year 7: 12332

Year 8: 10007

Year 9: 8920

Year 10: 7095

Year 11: 5805

Achievement Awards

25 Merits

Year 7

Caitlin West
Sam Wearn
Theo Wakerly
Teddy Veness
Leo Sunderland
Ben Mouldsdale
Grace Mott
Sophie McGuinness
Ollie James
Will Hardy
Gracie Gold
Amber Frost
Zara Ellis
Oliver Cusack
Tiana Charles
Elsa Beauchamp
Luke Andrews
Kaylon Adamson

Grace Millen
Taylor McGuinness
David Lyczewski
Dexter Jackson
Nicole Hope
Katie Hood
Declan Herholdt
Kaysen Grigg
Holly Fox
Harry Evans
Charlie Doman
Alice Collings
Joshua Cannon
James Blyth-Tancock
Joshua Ball
Fae Bailey
Daisy Spencer
Jessie Templin
Ava Turner
Freddie Bayliss

Izzy Roberts
Ella Patten
Austin Madle
Nihal Koothoor
Josh Hull
Lucy Harbrow
Harper Gerard
Courtney Franklin
Scarlett Franklin
Lois Byrne
Scarlett Burton

Evie Carr
Kian Callis
Ashton Bowerman
Lacey Birch
Natalie Beresford-
Cole
Lia Barnes
Taitum Barnes
Scarlett Chambers

Year 8

Ethan Young
Nathan Wright
Samuel Worley
Jamie Weddell
Kane Watts
Frankie Viner
Zak Morris

Year 9

Tali Wittridge-Shaw
Darcy Westell
Sophie West
Freddie Viner
Harry Thompson
Issy Smith
Maisie Rowling

Year 10

Millie Worthington
Liam Rafferty
Hannah Pitts
Oliver Norman
Louisa Knight
George Hooper
Faith Holcombe
Elliot Hawkins
Olivia Harris
Charlotte Flood
Bethan Fitzgerald
Evie Faulkner
Oscar Eagle
Rosie Dearlove
Gracie Comitti
Francesca Chirila

Year 11

Sienna Lane
Owen Hicks
Shannon Goulding
Bobby Evans
Libi Dickinson
Francesca Carter
Sienna Yallop
Sophia Thorogood
Jessica Taylor
Hayley Rogers
Jessica Moore
Zoe McCartney
Jack Bayliss

Special Congratulations goes to the following students for achieving the Bronze Award (50 merits)

Year 7

Teddy Williams
Ryan Strain
Joe Rose
Ava Parker
Lola Johnston
Calum Henderson
Harry Cook
Charlie Collings
Ella Classen
Abby Caldon
Lenny Batchelor
Xander Baroi-Silvey

Elena Humphreys
Layla Hicks
Henry Gilbert
Charlie Garlick
Charlotte Cousins
Lani Coughlan
Neve Burton
Adam Bubb
Rebecca Brown
Oliver Barnett

Year 10

Luke Sullivan
Pijus Pranevicius
Aimee Phillips
Dominic Phillips
Isabella Humphreys
Edeie Holmwood
Hope Henderson
Haolong Fangli
Thomas Casey
Jenessie Avila
Jack Alsemgeest
Phoebe Adams

Year 11

Eve St Pierre
Lucy Sherwin
Fia Moffat
Gracie Knight
Lindo Khumalo
Bethany Flin
Lucy Burdett
Niamh Beckett
Lucy Alford

Year 8

Callum Willis
Abigail Towler
Ana Sutton
Oliver Park
Lily Manly
Emilija Malakauskaite
Scarlett Lobb
Isabelle Lee
Keira Jameison
Ellen Hood
Sophie Hill
Jessica Elsdon
Freya Daley
Archie Connolly-Cole
Naomi Clements
Izzy Cheesman
Jasmine Briggs

Year 9

Elliott Smith
Jared Seedsman
Libby Seaman-Young
Amelia Rogers
Olly Neal
Oscar Naman
James McCrow
Zachary Liggins



Silver Award (75 Merits)

Year 7

Olivia Winter
Mia Wilson
Pippa Waker
Laura Simpson
Isla Nursey
Lois Medlock
Lennon Harris
Bella Bleakley
Charlotte Bilby
Elsa Beauchamp
Harry Alsemgeest
Jessica Abraham

Year 8

Jack Warren-Gunn
Harriet Reynolds
Millie Coffill

Year 9

Abby Wilkins
Emma Thrussell
Isobelle Simmons
Penny Knight
Shelby Coventry
Olivia Cooke
Lauren Carter
Bartholomew Bloomfield
Poppy Barham
Mary Alston

Year 10

Eleanor Welch
Caitlin Randall
Eloise Dodd

Year 11

Millie Kleider



Gold (100 Merits)

Year 7

Sophie Thomas
Elsie Shepherd
Mia Pearson

Year 8

Ruby Rumsey
Chris Reid
Jenna Phillips
Anya Mistry

Year 9

Erin Lambe
Sam Bowden

Year 10

Sophie Vaidya
Annie Eastman

Year 11

Becky Sutton

Congratulations to all our students receiving awards. Merit totals were calculated on 14th January and take into account behaviour points.

Totals are calculated every two weeks.

Mrs E Cooke and Mrs N Ball



Alumni: Dr Jay-Marie Mackenzie



Alumni Dr Jay-Marie Mackenzie: I'm a Senior Lecturer in Psychology at the University of Westminster, specialising in suicide prevention research. I am also part of the Criminal Investigative and Forensic Research (CIFR) group at the University of Westminster. Alongside my research, I teach Psychology at both undergraduate and postgraduate level, and supervise PhD students working in the field of suicide prevention. I am passionate about reducing the stigma surrounding poor mental health and encouraging everyone to talk more openly about mental health struggles.

My journey.

I finished studying at Mayflower in 2004 and undertook A-levels in Psychology, Criminal Law and English Literature. I'd originally planned to go to university to study law, but psychology really interested me, so I did a degree in Criminology and Psychology. After completing my degree, I undertook a Postgraduate diploma in psychology, and in 2010 I embarked on a PhD in Psychology. Since finishing my PhD I have worked at the University of Westminster as a lecturer and researcher.

Examples of my work:

1. The research I undertook with colleagues at Middlesex University found that when a person feels suicidal, having a conversation can help to interrupt that thought process. This finding led to the Samaritans media award winning campaign Small Talk Saves Lives. During the campaign's initial launch, it generated 117million opportunities for viewing on social media, and reached 16.2m people through newspaper, online and broadcast. Since its launch there has been an increase in bystander interventions for suicide by members of the public.
1. I have worked with the National Probation Service (NPS) for over a decade to understand and prevent suicides by people serving probation sentences. As part of this work, I have worked jointly with Forensic Psychologists at NPS London to develop and run focused training events for probation staff. I have also raised awareness of suicides in these settings to the public as well as to parliament through parliamentary select committees.
1. Another area of my work involves understanding the experiences of people who provide support to people self-harm. Together with colleagues at the University of Westminster, based on our research, we have developed a resource website for people who provide support to university students who self-harm.

Feel free to follow me on twitter [@DrJayMack](https://twitter.com/DrJayMack)

Where to go if you need support:

Confidential support: [The Samaritans](https://www.samaritans.org) website or call 116 123 or email jo@samaritans.org

Mind: <https://www.mind.org.uk/>

Always talk to your health practitioner if you are feeling low or having suicidal thoughts.