



# Bentley Wood High School

Newsletter April 2025



## Year 9 support local charities through the First Give programme

Our Year 9 students had a valuable experience with the First Give programme, supporting local charities through social action.

Since December, they have researched, planned, and delivered initiatives in collaboration with charity representatives. Their efforts culminated in the First Give Final on the 27th of February where the £1,000 award winner was chosen.

Being a finalist for First Give and knowing you will have to speak in front of many families was extremely nerve wracking. But, that feeling changed! Once I had finally gotten up on that stage seeing all of the new faces, my worries were gone.

My feeling of confidence overpowered my nervousness and panic over being a good presenter. From my point of view, it was the skill of being confident and positive in front of the audience that really helped me!

Prery T 9ROR



Don't forget to check our website for regular news updates:

[www.bentleywood.harrow.sch.uk](http://www.bentleywood.harrow.sch.uk)



## Message from the Headteacher

Dear Families, Staff, and Students,

I hope you take time to enjoy our spring edition of the Bentley Wood Newsletter. Packed full of the events and celebrations we have all enjoyed over this half term.

Our cultural week was superb this year, special thanks to all the students and staff that have contributed to its success. The Head Student Team produced five fabulous lunchtime concerts, showcasing students' cultural heritage with performances from all year groups and from all over the world. Our caterers in Woody's put together some tasty lunches and our Year 9 Business Studies students set up their hugely successful mini-enterprise stalls. In the sunshine, the school and its community have come together in beautiful technicolour glory.

I would like to thank our Year 9 and Year 8 parents for supporting our parent engagement evenings this half term, along with our First Give and Options Evening events. And, of course, all the staff, parents and students who took part in and came to watch our sellout Spring Concert on Wednesday. It was, as always, a lovely end to a busy term.

Clive Westall, the headteacher at Aylward Primary school, our partner school in The Bentley Wood Trust, retired this term. He was very touched to receive a scrap book of memories, pictures, photographs and big bunch of daffodils from our 100 strong ex-Aylward students. We send him all our very best wishes as he moves on to the next chapter of his life.

There will be significant building work and improvements taking place during the holidays. Year 11, 12, and 13 students, please remember to sign in and out, and follow all instructions when using the school site for revision classes and to use the library. All Year 7 and 8 students attending the Easter University will be guided to their zones.

Wishing you all a very restful and enjoyable Easter break.

Kind regards,



Naseema Akbar  
Headteacher



# Social action with First Give

Over the past few months, our year group participated in First Give, a programme designed to encourage students to engage with social issues in their communities. Our class chose to focus on family poverty after learning that 1 in 4 children experience material deprivation. We partnered with Little Village, a charity that provides essential items to struggling families, and raised money by selling pre-loved teddies.

The First Give Finals night was the high point of our efforts, where each class selected representatives to present their charity in front of a panel of judges. The judges included two past winners, Mrs Ortega, Ms Akbar, Mrs Manzi, and a guest from outside our school. Their role was to assess each team based on their presentation and social issue, with the winning group receiving £1,000 for their charity.

Before the final presentations, each group participated in a dress rehearsal. This was a crucial moment, as it clearly showed us ways to improve. Although our rehearsal had some setbacks, we used this feedback to refine our speech, ensuring we were fully prepared for the final performance. During our presentation, we focused on delivering a clear, informative and impactful speech.

Our teamwork was evident as we played to our individual strengths—some of us focused on the factual aspects, while others delivered an emotional appeal to connect with the audience.

The judging process was intense, and after all the groups presented, we awaited the results which was thrilling. Luckily, we had two standout and amazing performances from Greta and Deivpra. While we placed 2nd, the experience was invaluable. The programme taught us teamwork, resilience and communication, as well as how to engage with social issues in a meaningful way.

Although we did not win the £1,000 prize, we successfully raised funds for our charity and spread awareness about our social issue within our school community. More importantly, we gained skills and confidence that will benefit us beyond this competition.

**Zara A 9ABR**



**First Give**

# The First Give Programme



In Year 9 assembly, winning form 9KPO receive their cheque from First Give for £1000 to go to the charity Ignite Youth

I am so excited to share that our team won the First Give competition, and we were delighted to receive the £1,000 grant for Ignite Youth, a local charity that works with young people in our community.

The project started our group's desire to help youth, and after researching some local charities, we decided to work with Ignite Youth. This wonderful charity is committed to providing mentorship, life skills, and opportunities to young people who are struggling in their lives. We thought it was the perfect cause to help, as Ignite Youth is helping to transform the lives of youth in our community.

Throughout the programme, we delved deeper to understand what the charity does and the real impact it has on young people. We researched for hours upon hours, brainstorming ideas, and practising our presentation. We had a real insight into why there is a need for mentoring and the problems that many young people face.

We also organized awareness events, made educational posters, and collaborated with the charity to learn more about their work. In the final stages, we prepared a strong presentation to showcase our efforts to the judges. Our

group worked diligently to ensure that every aspect of the mission of the charity was laid out in a clear and heartfelt way. When we finally presented our project, we were happy with what we had done, but nothing compared to the moment when we were announced as winners.

The £1,000 donation will be given directly to Ignite Youth and will enable them to continue their valuable work and assist even more disadvantaged young people. We are incredibly proud of what we have accomplished through this scheme, and we would not have been able to do it without the kindness of First Give and Ignite Youth.

This experience has taught us valuable lessons about social responsibility, teamwork, and using our voices to make a difference. We're incredibly grateful for the opportunity to have been part of something so meaningful, and we'll carry these lessons with us for the future.

**Monisha K 9KPO**



# First Give

Engage—

we reach out, spark a light,

Guide young hearts to paths so bright.

Through fun and learning, hand in hand,

We help them dream, we help them stand.

Empower—

we change what's wrong,

Give them strength to stand up strong.

With tools and choices, they can see,

A better path, a way to be.

Transform—

they rise, they grow,

Leaving behind the pain they know.

With hope ahead and goals in sight,

Their future shines, their world is bright.

We started with paper, silhouettes so small,

Each one a story, a part of us all.

Students wrote words that showed who they are,

Hopes, fears, and battles that left a scar.

We hung them on a tree, side by side,

A powerful symbol of voices denied.

But as the silhouettes filled the tree,

One harsh truth was clear to see—

When too many stand without a name,

Identity fades, lost in the same.

Teachers in red, question marks bold,

A statement too loud to be ignored.

Students asked, "What does this mean?"

And we spoke of struggles left unseen.

A simple action, a silent stand,

Yet it made them stop, made them understand.

We brought students together, voices strong,

Years 7-10, ready to take this on.

Through video clips, they made it clear,

Anti-social behaviour starts with fear.

They spoke of change, of doing what's right,

Of Engage, Empower, and sharing the light.

We met with Ignite once and saw their plan,

A place to help, a place to stand.

With £1000, they could do more,

Give young people hope and more support.

They can create a better place for people to grow,

More trips and activities to help them know—

They're not alone, there's a way. To build a future, bright and safe.

It's more than money—it's a start,

A chance to heal, to mend a heart.

Together we can make it right,

With your help, we'll spread the light.

But those who stray don't walk alone,  
Their hearts weren't cold—they weren't stone.  
They don't wish to hurt the world, you see,  
It's the world that hurt them first, you and me

But hope's not lost—there is a way,  
A spark can set the night to day.  
With Ignite, we take a stand,  
A future shaped by helping hands.

A place to heal, a place to grow,  
Where trust and kindness start to flow.  
Together we can break the chain,  
Lift up voices, heal the pain.

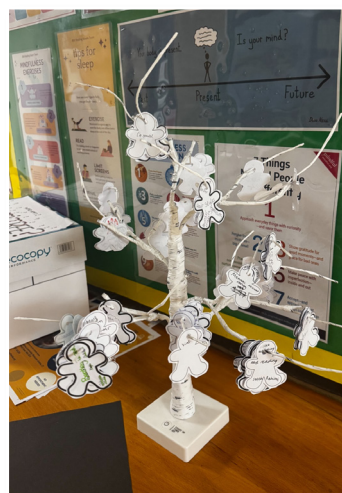
Support Ignite, help dreams survive,  
And light the path so youth can thrive.

**Monisha K 9KPO**

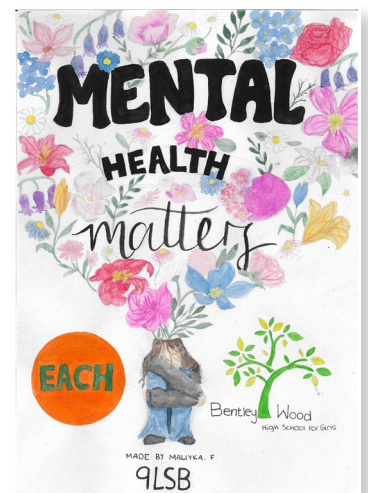
**A poem one of the students in the winning group wrote about Ignite**



9KPO asked staff to dress in red to raise awareness for anti-social behaviour - for charity Ignite!



9KPO created a tree and handed out silhouettes for students to write about their identities. These were then combined to create a unified representation of our diverse community, reflecting the values of Ignite Youth. They called it the 'Identi-Tree'



Mental Health Poster create by Maliyka 9LSB for charity Each Counselling

# Jack Petchey student Awards and Challenges this term

## The Jack Petchey Awards 2025

On the 13th of February ten outstanding students from Bentley Wood were recognized for their exceptional achievements and contributions to school life in the annual Jack Petchey Awards ceremony. The event, which took place at Harrow Arts Centre, was a heartfelt celebration of the dedication, hard work, and kindness shown by the recipients, all of whom were nominated by their peers.

The Jack Petchey Foundation, renowned for its commitment to empowering young people, once again provided the platform for students to be honoured for their positive influence in their school and beyond. The awards were presented by the Deputy Mayor of Harrow, Anjna Patel and she commended the recipients for being recognized by their fellow students and for serving as role models for others. Award winners also received a £300 grant each to benefit the school.

The students were accompanied by Mrs Burridge and Ms Akbar who were both incredibly proud of our students and thrilled to be part of the uplifting and memorable event.

## Jack Petchey Winners:

Ellie A 8MEM	Faryal O 8SZ
Yukta V 9ROR	Sofia S 10THA
Jaimisha P 11SEO	Hosai Y 13KW
Hafsa R 13SN	Zahra R 10THA
Aisha R 8LNO	Aliyah M 7MAK







## Student crowned Harrow borough champion in the Speak Out Challenge Regional Final!

On the evening of 11th March, Nower Hill High School hosted the regional final of the prestigious Jack Petchey Speak Out Challenge, featuring talented speakers from Year 10 in various schools in the borough. Amidst an atmosphere of anticipation and excitement, our remarkable Year 10 students were outstanding.

Shadia Shamil Ibrahim emerged as the champion of the evening, in a very competitive final featuring 20 different speeches from 10 schools. With her engaging speech titled 'Figuring out the Equation', Sara captivated the audience with her witty and thought-provoking discourse on the connection between Maths and Music, and its wider connection to maintaining a positive attitude. Shadia's eloquence and wit was a big hit with the audience and the judges, leaving a lasting impression and making her the deserving recipient of the first-place trophy.

Our other finalist Zahra Saleem also gave an excellent performance with her reflective and heartfelt speech entitled 'Listen Out'. Beginning with humorous personal experience, Zahra shed light on the challenges of listening in a world full of distractions and dominant voices, and left a memorable impact on all in attendance.

The judging panel, composed of local experts from various fields, faced the task of evaluating the exceptional performances of the talented speakers. Additionally, we were honoured to have the Mayor of Harrow present at the event, to hand out the awards to the competitors and our champion. We extend our appreciation to the school staff members and Year 10 students who attended the event and supported their peers with school spirit. Thanks also to Mr Nussbaum from the English Department, who runs the competition at Bentley Wood and has coached the students as they prepared for their final speeches.

The Speak Out Challenge serves as a testament to the significance of effective communication skills, empowering our young individuals to become confident and influential leaders of tomorrow. Congratulations once again to Shadia, Zahra, and all the participants who participated in the earlier round of the Challenge at Bentley Wood with passion and creativity. We eagerly anticipate the next chapter in your public speaking journeys.

Mr Nussbaum

**Jack Petchey's**  
**"SPEAK OUT"**  
**Challenge!**

# Engagement in music and drama



## The Bentley Wood annual Spring Concert

On Wednesday, the 2nd of April, Bentley Wood hosted its annual Spring Concert, a vibrant showcase of student talent. Parents, staff, and students gathered to enjoy performances from the junior and senior choirs, the orchestra, and solo instrumentalists. The evening also featured the energetic rock band, adding a modern flair to the event.

The concert was a wonderful opportunity for students to share their musical achievements, fostering pride and unity within the school community. A huge thank you to the instrumental teachers, parents, staff, and the music department, especially Mrs. Bancroft, for their support and tireless efforts in making this event a memorable success.

We are pleased to share this warm feedback received from one of the parents:

Last night's spring concert was amazing, thank you for all you help and support that you gave my girls and the rest of the participants, it was a joy to see so many talented students up on stage performing. I'd also like to thank you in creating an environment which gives the students the opportunity to step up and try out different things and meet new people.

For us, we were immensely proud to see Jasmin and Zara up on stage performing with the Strings Group, Orchestra, Guitar Club and the Choir!

**Amita Patel**





# Unique Community at Bentley Wood

In the first two weeks of term the Drama department hosted Unique Community in all Year 8 drama lessons for a workshop: 'The Supermarket'. These workshops introduced students to Process Drama. Process drama is a method of teaching and learning where both the students and teacher are working in and out of role. It involves the group becoming part of a world where they are invited to take a walk in someone else's shoes.

## THE STORY

Toilet paper shortages, counting single grains of sugar and impossibly high prices. You may call young people snowflakes but what we have all experienced in recent years is as we have heard countless times 'unprecedented'. This workshop takes you into the inner workings of a supermarket as a microcosm of what is going on in the wider world.

But who is to blame and how on earth do we stay sane through all the madness? Join this talented young cast as they try to figure out what is going on and how we got here.

Here are some students' accounts of their experiences with the Unique Community workshops:

Throughout the workshop, I worked collaboratively with my classmates in various roles, including bakery staff, stockroom personnel, and customers, as we acted out a supermarket scenario. The highlight of the experience was our CEO, Yaalini, who thoughtfully evaluated each group and encouraged us to make decisions that reflected the challenges and rewards of working in a real-world setting.

### Shifa A 8CTA

The staff within the Unique Community that came to our school were extremely bubbly and fun which made us feel comfortable around them. When we were on to the supermarket task, we were explained that we would have to roleplay as either a customer, a cashier, a café worker, a stock worker, a manager and there would be one CEO who was in charge of the supermarket. We were also given props which helped bring the scene come into life which we all loved.

### Yaalini B 8CTA

I found this task fun as I got to play as a manager, and I learned how power and control is highly valued in anywhere, whether if the society is autocratic or democratic. However, I also learned that being high in power isn't as rewarding as it seems. Many responsibilities are to be carried out and it involves hard work to ensure everyone is satisfied. This program really helped me improve my recognition of how power can relate to real life situations.

### Tabarak A H 8SZ

We acted as people in different situations and got to experience how their lives may have been including their work schedule and what they would do when things were wrong. One of the exercises was to see how each person would react when they found out that there was only 1 toilet roll in the entire supermarket. I found this activity really interesting, and I really enjoyed the experience with them.

### Deeva K 8SZ





# Sweet delights with a traditional twist

## Easter Egg Hunt

To celebrate the success of Year 10 this term, especially 10LBM who have the most achievement points so far, we put together an Easter Egg Hunt. The students had a range of clues to find and, at the end of the hunt, received a chocolate egg. It was a lot of fun - for both staff and student. Another huge well done to Year 10! Let's keep it up for the rest of the year.

Ms Mohan



Easter Egg Hunt: The winners from Year 10



## Valentine's Day French traditions

Just before Valentine's Day, Year 7 students took part in a special French lesson exploring the theme of love and appreciation. They learned key vocabulary related to the occasion and applied their creativity by designing their own chocolate boxes, each decorated with French phrases. In the following lesson, they brought their projects to life by presenting their work in an interactive and engaging way. This activity not only strengthened their language skills but also allowed them to showcase their artistic talents. Through this fun and immersive experience, students gained confidence in using French while celebrating the spirit of Valentine's Day! One student, Emeli from Year 7ZHA, shared her thoughts on learning French:

*French has boosted my confidence, and this is why! First, we have done show and tell with our homework, and I feel more comfortable raising my hand in class. Recently, we have learned Valentine's vocabulary and how to talk about our nationality.*

*We always play Linguascope, which helps me understand French words better. Sometimes we do 'teacher versus student' challenges, making learning even more fun. Our homework is also challenging, so I never get bored.*

*Overall, French has helped me build confidence, improve my understanding of other languages, and learn something new every lesson! It's inspiring to see how learning French not only enhances language skills but also boosts students' confidence and enthusiasm for the subject!*

Emeli 7ZHA,





# Year 7 & 8 students cook delicious pancakes on Shrove Tuesday

We had food tech on the 5th of March and it was a delightful surprise for us all to make crepes. Our teacher, Miss Mistry, was wonderful at helping us to make the crepes. We started off with bringing all of the ingredients in from home to prepare at school. When we started the lesson, we got out all of the ingredients from the fridge and utensils that we would need. Miss Mistry gave us a clear demonstration on how to make them. We went off to our assigned tables and prepared all of the mixture to be ready to make the crepes. Then we turned the pan on. First we put a little piece of butter to let it melt in the hot pan and then we poured the mixture into the pan. The thrill of flipping over the crepes in the pan was just amazing.

When I got home I heated it up and tried the crepe with a bit of sugar and let me just tell you it was amazing. The fun part for me was not eating the crepes at home but making them at school with my friends.

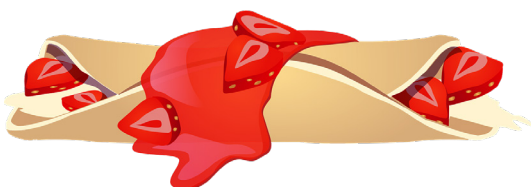
**Maya M 7CMI**

Making crepes in school on Pancake Day was an exciting experience that combined culinary skills with cultural traditions. As we gathered around the cooking tables, the aroma of butter and sugar filled the air, setting the tone for a fun and quite tricky lesson as it was our first time creating crepes.

We learned about the different types of pancakes around the world, exploring how many different cultures, traditionally celebrated on Shrove Tuesday. People use ingredients like flour, eggs, and milk before the start of Lent. Our crepes were like traditional English pancakes but thinner, like French crepes, and we enjoyed filling them with sweet treats like Nutella and fresh fruit. The process of swirling the batter in the pan to achieve the perfect circle was both fun and challenging.

Once cooked, we ate our creations, appreciating the simplicity and elegance of this beloved dish. It was a delightful way to learn about food, culture, and collaboration all at once, making our Pancake Day celebration truly unforgettable.

**Iqra T 7HJG**





# World Book Day 2025

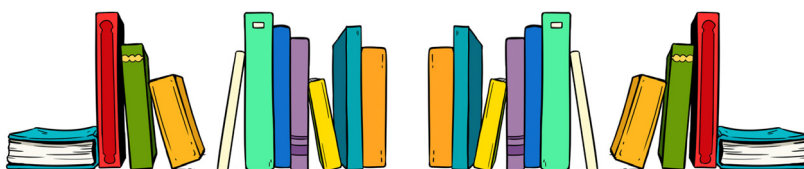
## World Book Day Celebrations

On Thursday, 6th of March our school came alive with the spirit of imagination and storytelling as we celebrated World Book Day. Students and staff embraced the occasion by dressing up as book characters, and the halls echoed with the excitement of a day dedicated to the love of reading. The day also featured some exciting literature themed competitions and activities which made for a memorable journey through the world of books.

Year 7 and 8 were invited to ditch their uniforms for the day and come to school dressed as their favourite character from a book. They took up the challenge with great enthusiasm and creativity! The corridors were alive with characters from Roald Dahl's whimsical world, from Oompa Loompas to the formidable Mrs. Trunchbull, along with figures from Alice in Wonderland. The Demon Dentist and Gangsta Granny also made an appearance!

Bentley Wood teachers embraced themes as departments, rocking up in creative, playful and a few downright scary costumes. This year's World Book Day themes included Narnia, Winnie the Pooh and gothic fiction to name just a few. There is undeniably a competitive element to the event, with departments taking great pains to keep their plans under wraps until the big reveal!

**Ms Khan Librarian**





# We're celebrating World Book Day

## Form time fun: Literature Quiz

As part of our World Book Day celebrations, the library hosted a lively and engaging literature quiz during form time. The quiz brought students together to test their knowledge of dystopian fiction, crime novels, fantasy fiction and 18th and 19th century classics.

Students had fun answering questions ranging from "What are the family names of the star-crossed lovers in Noughts & Crosses?" to "Who is the President of Panem in The Hunger Games?" The friendly competition sparked excitement, as students collaborated with their peers to come up with the correct answers.

Congratulations to 9ROR, 9KPO and 13NS who were joint winners, scoring an impressive 83% in the quiz! The winning forms were awarded 150 House Points each and the students received magnetic bookmarks. It was a wonderful way to honour the joy of reading on World Book Day, and we look forward to more literary challenges in the future!





# World Book Day 2025

## World Book Day Murder Mystery

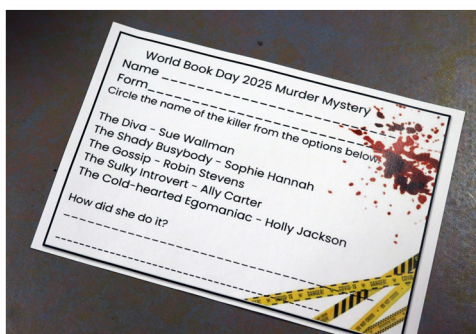
This year's World Book Day celebrations also featured a Murder Mystery competition which saw the school library transformed into a scene straight out of a gripping crime novel. The theme was a Female Crime Writers' Convention and the story unfolded when one of the renowned crime authors attending the convention was found murdered in the library!

The library bustled with excitement as students questioned the five suspects, all well-known crime authors, who each had a reason to be involved in the murder. As they carefully interviewed each one, they uncovered hidden motives, potential alibis, and a web of secrets.

The students enjoyed playing detective as they listened carefully to the suspects' answers, and pieced together the clues that were scattered around the library. Was it a long-standing rivalry? A bitter disagreement over petty accusations? Or something more personal? As the clues piled up, the students were forced to think critically, deducing who had the means, motive, and opportunity to commit the crime.

A huge thank you to the Year 8 and 9 Library Leaders who did a fantastic job of managing the event and also played the part of the five suspects with great dramatic flair!

Ms Khan Librarian



**World Book Day Murder Mystery**  
Entry form for students and crime scene in the Library





WORLD  
**BOOK  
DAY**  
6 MARCH 2025

WORLD  
**BOOK  
DAY**  
6 MARCH 2025

## Celebrating creativity: Party in the Library

The library continued its World Book Day tradition of hosting a party for students with the most creative costumes. Winners were selected by Mrs Burrridge and Miss Bharj to take part in a cupcake decorating party after lunch. Ms Akbar welcomed the prize winners and shared memories of experiences which inspired her love of reading. The students then enjoyed decorating their cupcakes with frosting, fondant roses and edible butterflies, wrapping up our festivities for a very special day.

A big thank you to a special team of Year 10 Library Leaders and their friends who helped set up the library for the cupcake decorating party.



Students take part in cake decorating party for best World Book Day character costume





# Spring into reading

## Sunrise on the Reaping by Suzanne Collins

It's the 50th Hunger Games, and for the Quarter Quell, twice as many tributes are chosen. In District 12, Haymitch Abernathy is devastated when his name is called. Torn from his family and love, he's sent to the Capitol with three other tributes. Though he knows he's been set up to fail, he still wants to fight—and make that fight resonate beyond the arena.

## Rhino's Run by Robert Lipsyte

Ronnie Rhinehart, better known as Rhino on the field, is the captain of his high school football team in Woodhaven. After he punches another student in the face he is forced to undergo counselling with a group of misfits known as Group.

Tensions in his home life and rivalries in the football team make Group a welcome place of refuge for Rhino. Then one fateful day, Keith, another Group member, comes to school with a gun . . . and everything changes.

## Royal Heirs by Lindsey Duga

King Leander Eldana has ruled Ashland for fifty years and it's finally time to secure his nation's future by appointing one definitive heir.

The stakes are high and Almus Terra Academy, a boarding school infamous for breeding the world's next generation of leaders-and liars, becomes the battleground for four potential heirs to battle it out in a game of intrigue, cunning revenge and uneasy alliances.

## I am Made of Death by Kelly Andrew

After his father's death, Thomas Walsh takes on odd jobs to support his sick mother. When he's hired as an interpreter for Vivienne Farrow, a mute heiress, he seizes the opportunity.

But Vivienne's mysterious past complicates things—she hasn't spoken since vanishing as a child, and now, anyone who hears her voice dies. As she seeks a way to regain control of her voice and body, Thomas finds himself caught between his growing feelings for her and the dark forces threatening them both.

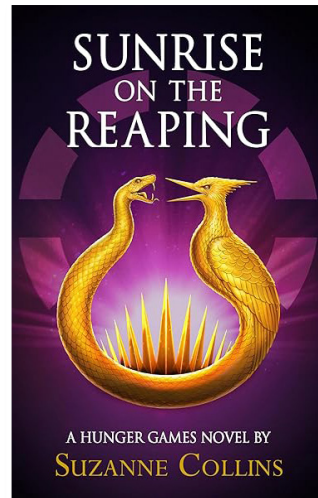
## Oathbound by Tracy Deonn

Bree Matthews has cut ties with the Legendborn Order and everyone who doesn't understand the cost of her powers. But this decision comes with a price: an unbreakable pact with the Shadow King, a shapeshifter who can move between worlds.

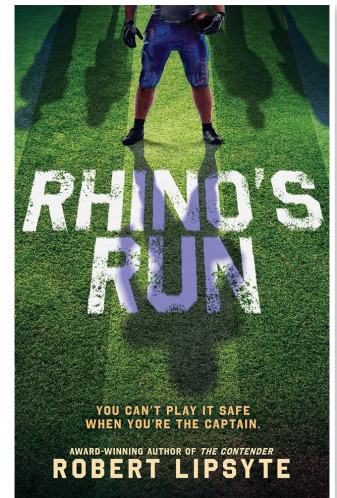
As his protégé, Bree's future is now in his hands. Meanwhile, the fractured Scions face war, with the Round Table in chaos and missing its Kingsmage. As kidnappings and deaths mount, Bree can't escape the past—or the dark forces coming for her.

## All Better Now by Neil Shusterman

A deadly virus spreads, leaving survivors with an unexpected side effect: utter contentment. As stress, depression, and negativity fade, more people embrace the new state



Sunrise on the Reaping  
by Suzanne Collins



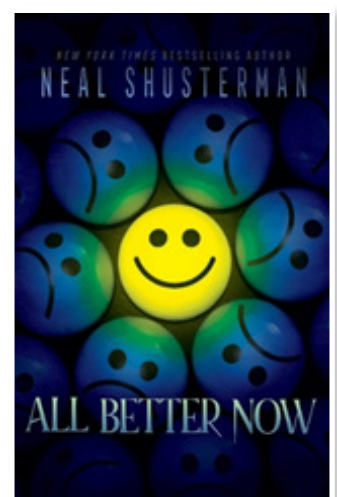
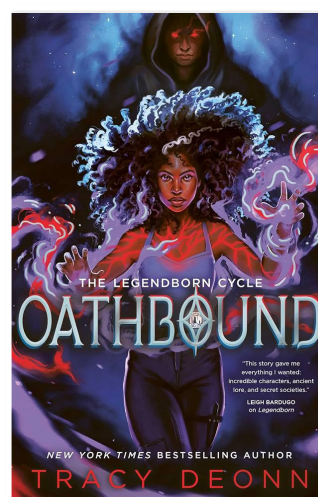
Rhino's Run  
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of happiness. But those in power, fearing the collapse of business and productivity, campaign against it, pushing for a vaccine. Meanwhile, a movement of “Recoverees” aims to spread the virus faster. Three teens find themselves caught in the middle of a conflict that could reshape humanity.

### **I am Not Jessica Chen by Ann Liang**

Jenna Chen has always lived in the shadow of her perfect cousin, Jessica. But when Jenna wishes to become Jessica, the impossible happens—and she wakes up living her dream life. However, being the ideal student at Havenwood Academy isn’t all it’s cracked up to be, and people start forgetting Jenna ever existed. Is it worth losing everything to be someone else?

### **In the Company of Killers by Elora Cook**

Tasha Nicastro lives a glamorous life, unaware of her family’s dark secret. A sharp-shooting high school “mean girl,” Tasha’s biggest problem is her former best friend, Leo Danesi, the son of her family’s rivals.

When Leo returns to New York, Tasha’s world is shaken even further after witnessing the murder of her father and sister. She learns that her family controls the most powerful Mafia branch in New York—and she’s set to inherit it all.

### **The Girl You Know by Elle Gonzalez Rose**

Luna refuses to let her twin sister Solina drop out of her last semester at Kingswood, an elite boarding school in the Washington mountains. Twelve hours later Solina’s dead body is discovered.

Luna believes her sister’s death wasn’t an accident and is determined to find the truth by posing as Solina at Kingswood. But as Luna uncovers dark secrets, navigates ruthless classmates, and faces her own emotions, getting answers proves harder than she imagined.

### **The Party by Natasha Preston**

Bessie and her friends gather at a remote castle for a secret spring break party, but when one of them is murdered, things take a deadly turn. Trapped by a storm, the group is stalked by a killer. As the body count rises and secrets unravel, Bessie realizes she doesn’t know her friends as well as she thought. Can she survive the hunt?

### **Huda F Wants to Know by Huda Fahmy**

Huda Fahmy has a plan for junior year: join clubs, ace the ACTs, and crush her scholarship essays. But when her parents announce their divorce, everything unravels. Struggling with her grades, a fight with her best friend, and her future, Huda wonders if her life will ever feel normal again.

### **Dear Manny by Nic Stone**

Jared Peter Christensen is running for Junior Class president with a platform focused on equity and inclusion, and he’s got a good chance of winning.

But when a transfer student challenges his lack of action, Jared is forced to question his approach to change. As the campaign heats up, secrets emerge, feelings get complicated, and Jared writes letters to his late friend Manny, trying to navigate the collision of love and politics.



**I am Not Jessica Chen  
by Ann Liang**



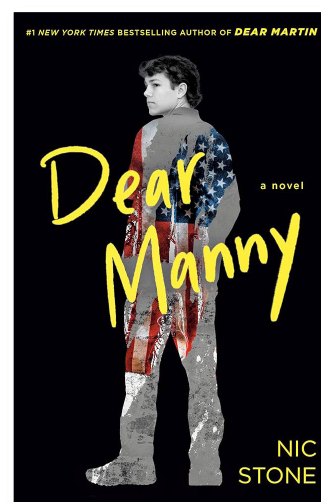
**In the Company of  
Killers by Elora Cook**



**The Girl You Know  
by Elle Gonzalez Rose**



**The Party  
by Natasha Preston**



# Expressions and exploration: Poetry and mystery reads

## Students get inspired at Poetry Club

"I love poetry club because not only do we write our own poems on one or more of the fun topics chosen by the wheel, but we also share them with the class.

I believe that hearing everyone's work is a great source of inspiration, and I find it really enjoyable to be in a place where our creativity is used for writing poetry."

**Laaibah U MAK**



### *Poem One: Cherry Blossoms*

*When spring arrives with breezy grace, the cherry trees wake in a gentle space. Buds open wide in a bright display, chasing the cold winter far away.*

*Tiny blossoms of pink and white appear, filling our world with beauty so clear. Each petal soft as a whispered song, In nature's arms, where hearts belong.*

*These lovely flowers come from lands so far. In Japan, they shine like a guiding star. Now they travel to parks in towns, carrying old traditions that won't let us down.*

*Their colours glow beneath the bright sun, turning every tree into a work well done. A gentle splash of pink against the blue sky, that makes all who see them smile and sigh.*

*As soft winds blow, petals leave their tree, drifting down like a pink, light melody. They fall in showers, a graceful ballet, covering the ground in a magical display.*

*Children laugh and run beneath this floral rain, their playful shouts echoing again and again. Families gather to share this lovely scene, finding joy in nature's peaceful routine.*

*Cherry blossoms speak of hope so bright, of tiny beginnings that burst into light. Though their bloom is short and their time is fleet, they remind us life is wonderfully sweet.*

*So I stand beneath this pink, silent choir, feeling calm and inspired by nature's fire. Every blossom tells a story, wild and free, of beauty, tradition, and dreams that come to be.*

**Laaibah U MAK**





# Blind Date with a book

## Blind Date with a Book

Blind Date with a Book started almost two years ago. The idea is simple – the students have a chance to pick up a free book of their choice every Friday at the end of the school day. Even now, the queue for novels, non-fiction and poetry collections is the same as usual – long and impatient. What seems to drive students to reading more is the wrapping paper obscuring the covers of novels, poetry collections and non-fiction offers carefully curated each week for relevant key stages.

That is a great sign – we have a plethora of avid readers here at Bentley Wood! Also, this academic year we have given out four hundred and fifty-nine books. Woo hoo!

Some small changes were made to the initiative – KS5 books are now being dropped off in the sixth form directly. The wrapping party is still in V2, but is now moved to every Wednesday after school. Sadly, we are going to say goodbye to our two eager supporters from the Sixth Form, Abigail and Hafsa. You will be missed, girls. Thank you for helping us wrap the books so beautifully.

Wait. Does this mean the Blind Date with a Book is soon to be over?

Well, that depends on you to a large extent. Yes – YOU. If you are reading this article right now and feel like you would like to commit one hour of your after-school time to something encouraging others to read, reach out to Mr Zabielski in V2 and make a difference.

**Mr Zabielski**





# Students learn and engage in popular enrichment clubs

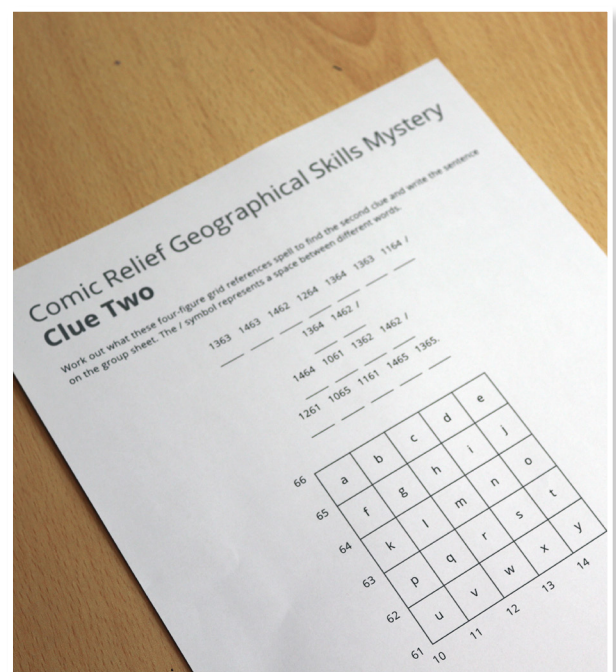
## KS3 Geography Club and Ambassadors

KS3 Geography Club provides an opportunity for students to engage in geography beyond the classroom. So far this academic year, we have had an array of activities such as map collages, creating designs for Trafalgar Square's Fourth Plinth inspired by London, a Valentine's Day geography scavenger hunt and lots of quizzes.

In the most recent session of the club, we put our problem-solving skills to the test with a Red Nose Day themed Geographical Skills Mystery (pictured). Students worked through a series of challenges, using skills such as capital city knowledge, map reading, and climate graph interpretation to unlock clues and crack a final code. It was great to see students working together to solve the mystery!

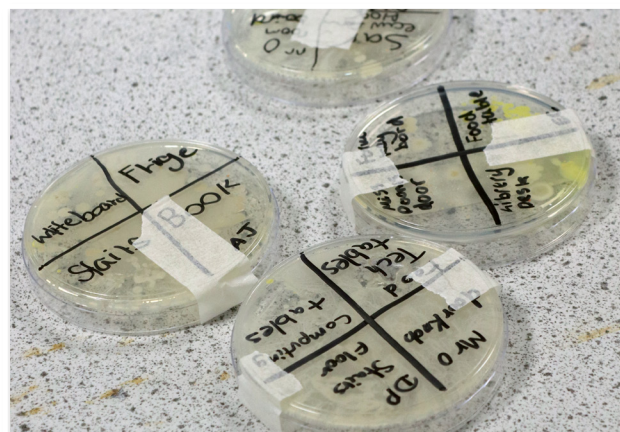
Our keen geography ambassadors have also played a vital role in supporting the club and promoting geography throughout the school. To celebrate Earth Hour, they helped to create the Wise Thoughts slides used for form time discussions and to organise a poster competition and bingo. A huge thank you to them for all their efforts!

Ms Lee





Emily C 7ZHA



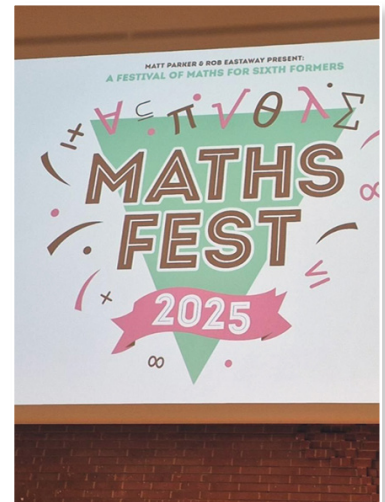


# Maths challenges and lectures

## Maths Fest 2025: A Day of Discovery and Challenges

The February Maths Festival is a celebration of mathematics that gives Sixth Form students a unique opportunity to explore new ideas, sharpen their problem-solving skills, and connect with like-minded peers. This exciting event features a mix of inspiring lectures, interactive workshops and friendly competitions, making it both an academic and social highlight. For those passionate about maths and curious about its real-world applications, the festival offers an invaluable experience that could shape their future academic and professional paths.

On the 27th of February, a group of Sixth Form students, along with Mr Ilanko and Miss Guirish, attended Maths Fest 2025 at Kensington Town Hall. The event showcased engaging talks by renowned mathematicians, including Dr Katie Steckles, Matthew Scroggs, Jen Visser-Rogers, and Ben Sparks, who each explored a variety of captivating mathematical topics. Our students had a fantastic time challenging themselves, meeting new people, and immersing themselves in the exciting world of mathematics.



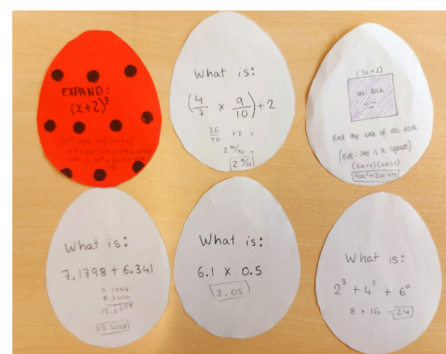
## Maths Easter Egg Hunt

Bentley Wood students enjoyed a fun and unique twist on traditional Easter celebrations with the Maths Easter Egg Hunt! Organized by our enthusiastic Maths Ambassadors, the event seamlessly blended the excitement of an egg hunt with engaging mathematical challenges, creating an experience that was both enjoyable and educational.

The hunt itself was designed to spark students' interest in mathematics while embracing the festive spirit of Easter. Colourfully decorated paper eggs, each featuring a math problem or challenge tied to various mathematical concepts, were hidden around the school. Participants searched for the eggs and then attempted to solve the questions to earn points and win fun prizes.

The Maths Easter Egg Hunt was more than just a game; it was a valuable educational experience. By combining mathematical challenges with a popular holiday tradition, students were motivated to engage with maths in a memorable and enjoyable way.

The event not only fostered critical thinking and problem-solving skills but also strengthened the sense of community within the school.





# Students Celebrate Pi Day

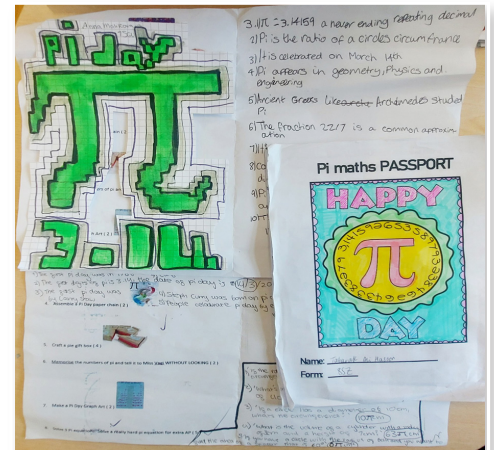
## Students Celebrate Pi Day with the Maths Passport Challenge: A Fun Initiative by Our Maths Ambassadors

Every 14th of March, mathematicians and maths enthusiasts around the globe come together to celebrate Pi Day, an event dedicated to the mathematical constant  $\pi$  (pi), which is approximately equal to 3.14. This day not only honors the significance of pi in mathematics but also encourages a love for numbers and problem-solving. This year, our school's Maths Ambassadors introduced an exciting initiative—the Pi Maths Passport Challenge—aimed at engaging students while exploring mathematical concepts in a fun and interactive way.

Participants were given a “Maths Passport,” which featured a series of pi-themed challenges and activities. Each completed challenge allowed students to collect stamps or stickers in their passport, making mathematical learning a tangible and enjoyable experience. The goal was to inspire curiosity and foster a deeper understanding of mathematical concepts while celebrating the beauty of pi.

Fun activities such as the Maths Passport Challenge go a long way towards cultivating a positive attitude towards the subject. We would like to thank Ms Vagi and our Maths Ambassadors for all their hard work and creativity in devising and running the competition.

Students were given PI Maths passports to celebrate the day!



## Maths Feast 2025

### Year 10 Students Shine at Maths Feast 2025: A Journey of Learning and Collaboration

On the 14th of March a group of enthusiastic Year 10 students participated in Maths Feast, an annual competition that brings together young minds to explore the world of mathematics in a fun, engaging, and collaborative environment. Maths Feast is a regional event for Year 10 students which was hosted by Canons High School this year on World Pi Day. For many of the girls who attended it was their first exposure to such a competitive yet friendly mathematical environment.

The challenge was delivered over four rounds of specific timed activities. While the problems ranged from complex algebraic puzzles to geometric challenges and number theory, the girls quickly realized that success wasn't just about knowing the right answer—it was about working as a team, communicating effectively, and staying positive under pressure.

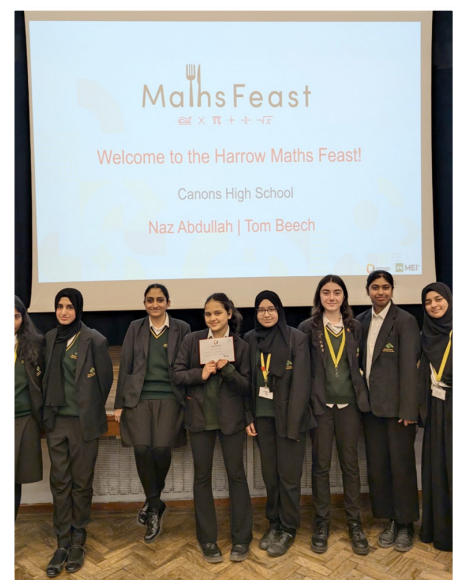
The competitive element of events such as Maths Feast makes them a brilliant opportunity for students to showcase their talent and enjoy recognition for their hard work. Here's what some of them had to say about the experience:

*We all had a really fun time working as a team and it helped develop our problem-solving skills.*

**Inshirah B 10EOG**

*It was really eye-opening because after every round we were informed about the skills required for each challenge and the careers that are associated with those skills.*

**Maryam R 10ESO**





# Fostering academic potential

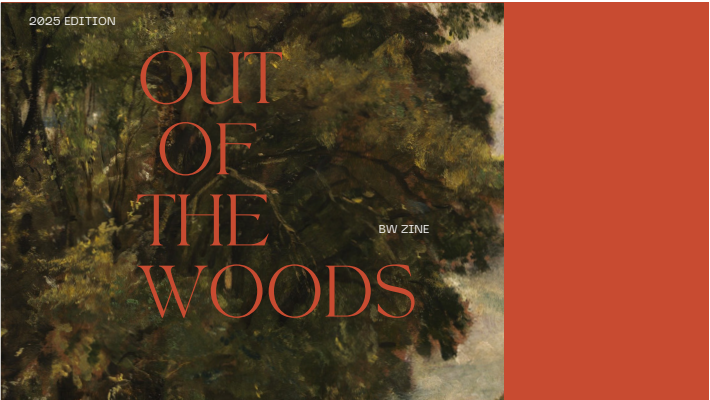
## Sixth Form Journalism Club

Journalism Club is for students who are interested in writing about their interests, which can range from politics and pop culture to science and tech. It enables students to express their ideas through pitching articles and engaging in discussion.

This Zine was produced by Journalism Club where students worked hard pitching and writing articles that they researched themselves. It has been a fun process watching all their articles come together, and the Zine is the manifestation of their efforts.

Ms Efakpokire

Please view the full magazine on our website at <https://www.bentleywood.harrow.sch.uk/sixth-form-journalism-club/>



2025 EDITION

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ASMA HUSSAINI  
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EDITORS NOTE

The zine is a collection of articles written by students in the Journalism Club. It covers a range of topics from local news to global issues. We hope you enjoy reading it and that it inspires you to write your own articles.

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THE READING CORNER: BOOK REVIEWS Asma Hussaini & Mariam Jadallah pg 10-11	PAPES 2024: BEYOND THE CEREMONY Jasmin Shirzai pg 12-13	TSWIFT LEFT: HOW THE ERAS TOUR GREW AN ECONOMY Zara Omar pg 14-15
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# THE BLAME GAME

Over the past decade, the capital's housing market has soared to dizzying heights, leaving most Londoners wondering if owning a home is as mythical as unicorns. But who's truly responsible for this crisis?

Developers often bear the brunt of the blame for this issue. Between 2013 and 2023, nearly 90% of new-build homes in London were priced at over £500,000, far beyond the reach of most first-time buyers.

Instead of focusing on affordable housing, many developers opt for high-profit luxury apartments that are more likely to be marketed to overseas investors than local families. Why? The system incentivises it. London's inflated land prices mean developers need to maximise returns to justify the initial cost. Property expert Anna Minton observes that "luxury developments aren't just a symptom of the housing crisis—they're a driving force. They create a market divorced from the needs of ordinary Londoners."

Successful governments have promised to "fix" the housing crisis with all the conviction of someone claiming to find gold going to the gym. "One, Monday." So, it's no surprise we are in this position. According to the *Office of National Statistics*, the average London house price was £543,099 in 2023.

Politicians like "Help to Buy" intended to aid first-time buyers, have arguably fuelled the fire. By subsidising demand without increasing supply, they've inadvertently pushed prices higher.

London's *London Plan* promises that "government policies have turned homes into financial assets rather than places to live."

The result is a market designed to benefit investors, not residents. London's mayor officials have put forward ambitious targets—Sadiq Khan pledged 116,000 affordable homes in his second term—but only 21% of the homes promised have been delivered.

SARAH OKE

"The capital's housing market has soared to dizzying heights, leaving most Londoners wondering if owning a home is as mythical as unicorns."

We move then to the shadowy spectre of foreign investment. It's become a popular narrative, with critics claiming wealthy investors from overseas buy up London properties as "safe havens" for their cash, leaving them empty while locals struggle.

Research by *Transport for London* revealed that £2.3 billion worth of London property is owned by companies based in offshore tax havens.

But before we get out the pitchforks, let's nuance. While overseas investors can contribute to price inflation, they primarily focus on high-end properties. It's less about the two-bedroom flat in Croydon and more about the £20 million penthouse overlooking Hyde Park. For most Londoners, the impact is indirect—but it's still real.

Finally, let's address the uncomfortable truth: for decades homeowners have treated property as an investment vehicle, driving up prices and creating a culture where housing is less about shelter and more about profit. The goal is no longer to buy and live but to buy, flip and rent.

# TSWIFT LEFT: HOW THE ERAS TOUR GREW AN ECONOMY

Taylor Swift kicked off the Eras Tour on March 17, 2023, in Glendale, Arizona, grossing over two billion dollars in sales for the 14th show marathon. She truly is feared!

Swift made history as the first solo artist to perform at London's famous Wembley Stadium eight times in a single tour. Beyond ticket sales, the UK witnessed major economic boosts in various sectors. Those attending concerts spent over £200 on tickets, travel and accommodation, pushing local businesses to record new heights in popularity. With hundreds of fans commuting through train rather than driving. Homelessness in tour locations also heightened from this demand, turning their spare rooms into short-term rental opportunities. Financial analysts have called the economic surge attributed to Swift's tour the "TSwift 1.0".

Following the COVID-19 recession, the Eras Tour played a significant role in rejuvenating the hospitality industry, including hotels, local businesses, and tourism revenues. Compared to the fallout, entertainment surge in sales during the concert nights.

The Eras Tour success has raised critical questions about the impact of such immense economic power concentrated in the hands of a single artist. While the "TSwift 1.0" allows for a positive economic boost, the high ticket prices—often exceeding £1,000—make it difficult for lower-income fans to attend her shows.

Taylor Swift's success in cultivating a strong bond with her fans has been key to her achievements. Swift fans provide unwavering support, willing to spend thousands just to see her perform.

The sight of a high-end concert juxtaposed against issues dealing with high levels of homelessness, such as Brent, has sparked discussions about economic disparity and the responsibility of these performers.

Although Swift was generous in donating to various food banks and charitable organisations, the issues surrounding homelessness and economic inequality require collective effort beyond a worldwide tour.

The success of the Eras Tour continues to influence the music industry. As the highest-grossing tour in history, it sets new standards for production quality and engagement.

The concept of a "cancel culture" is said to have originated from a relatively obscure slang term "cancel," which referred to breaking up with someone. It was first referenced in a song from the 1990s.

Alexis used casually, it has its roots in boycotting which became a powerful tool for protesting racial segregation during the Civil Rights Movement. Today, social media makes it far easier to become aware of an individual's "cancel", allowing us to participate in the online designation of others.

While "cancelling" public figures can descend into something quite ugly, it can effectively call out individuals who commit significant harm and ensure offenders take accountability for their actions. Remember, it was the New York Times who broke the story that movie producer Harvey Weinstein was a sexual abuser.

The absence of young women, an example of a brave few holding a powerful man to account.

ZARA OMAR

"The success of the Eras Tour has raised questions about the impact of such immense economic power concentrated in the hands of a single artist."

"However, it would be naive to assume that online cancellation stems from the benevolence of digital vigilantes and not from people who delight in participating in other people's demise."

# CANCELLED

"Cancel culture" is a movement that involves removing someone from activities for offensive behaviour. As a result, these public figures are then boycotted, shamed, fired or legally dealt with.

The phrase "cancel culture" is said to have originated from a relatively obscure slang term "cancel", which referred to breaking up with someone. It was first referenced in a song from the 1990s.

Alexis used casually, it has its roots in boycotting which became a powerful tool for protesting racial segregation during the Civil Rights Movement. Today, social media makes it far easier to become aware of an individual's "cancel", allowing us to participate in the online designation of others.

While "cancelling" public figures can descend into something quite ugly, it can effectively call out individuals who commit significant harm and ensure offenders take accountability for their actions. Remember, it was the New York Times who broke the story that movie producer Harvey Weinstein was a sexual abuser.

The absence of young women, an example of a brave few holding a powerful man to account.

MARIAM EGEH

"However, it would be naive to assume that online cancellation stems from the benevolence of digital vigilantes and not from people who delight in participating in other people's demise."

"Cancel culture" can force individuals, especially celebrities and influencers, to reflect, learn and grow from their mistakes. It can empower consumers to demand ethical behaviour from companies and public figures, leading to positive cultural shifts.

However, it would be naive to assume that online cancellation stems from the benevolence of digital vigilantes and not those who delight in participating in other people's demise.

Moreover, J.K. Rowling has been at the centre of unprecedented controversy for many years, which began when she first published her first novel in 2000. Since then, she has faced considerable backlash and boycotts from fans, including many Harry Potter fans. Daniel Radcliffe, Emma Watson, and Rupert Graves—who have publicly distanced themselves from her.

"Cancel culture" can force individuals, especially celebrities and influencers, to reflect, learn and grow from their mistakes. It can empower consumers to demand ethical behaviour from companies and public figures, leading to positive cultural shifts.

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# CANCELLED

Facing cancellation can result in social ostracism, and in some cases, impact cancelled individuals financially. While this may seem like a fair outcome—especially if the act committed was heinous—the brutality of the cancellation makes me wonder if it is right to condemn individuals over minor mistakes. This was especially if they are remorseful. Maybe, to some degree, we should leave room for redemption for individual people, seeing our aggression for large corporations or institutions.

However, there appears to be a double standard with the way women and minorities are cancelled online, often descending into derogatory personal attacks instead of criticising their behaviour.

Cancellation is rarely permanent, and the online jury is highly fickle. However, celebrities with strong fanbases, industry support, and talent often recover despite scandals.

Overall, cancel culture is a powerful tool for accountability, allowing society to call out harmful behaviour and demand change. It can promote social progress, and the fear of being cancelled can deter unethical actions. The extent to which one is cancelled depends on the nature and severity of the offence.

While "cancel culture" can create meaningful change, it can easily become a witch hunt. The online drama makes it difficult to separate valid online critic from vitriol.

MARIAM EGEH





# The Brilliant Club

## Unlocking Potential: The Brilliant Club's Scholars Programme – progress update

Following their initial success, the fourteen Year 9 students who were selected to participate in The Brilliant Club's Scholars Programme have now progressed further along the course and are preparing for their upcoming graduation ceremony.

The students have worked diligently through the seven tutorials led by PhD tutor Han Fan, delving deeper into the fascinating world of behavioural economics.

Their engagement and enthusiasm have been evident throughout the programme, as they tackled university-level content and developed critical thinking skills that will serve them well in their future studies.

As the programme nears its conclusion, the students are excitedly anticipating their graduation ceremony, which will take place at the prestigious Oxford University on the 12th of May. This event will celebrate their hard work and achievements and provide them with a taste of academic life at a top-tier institution.

We wish our students the best of luck as they prepare for their graduation and continue to strive for academic excellence.

**Ms Culloty**





# Student Rewards April 2025

## Year 7

Students work really hard at Bentley Wood - we are really delighted at how well our students have achieved this half term and we want to celebrate some of their successes.



### Art

**Maysoon K 7MAK** - For her fantastic final piece in the pop art portrait project well done! **Prakruthi Y 7EAW** - Exceptional skills shown in her self portrait

### Computer science

**Sienna P 7EAW** - for being passionate and enthusiastic about computing both inside and outside of school. **Fiona D 7MLE** - for consistent hard work.

### Drama

**Jahra J 8HJG** - for excellent work in drama always demonstrating understanding of key concepts and offering insightful feedback.

### English

**Sienna P 7MLE** for her excellent participation and progress in English this term; **Nida N 7EAW** - for her excellent narrative writing

### Food

**Hajera B 7MAK** - for her fantastic effort in practical lessons!

### French

**Selena C 7HAS** - consistently fantastic work and going above and beyond to include new vocab in her work

### Geography

**Jessica W P 7EAW** - For consistently showing great passion for Geography and always striving to improve her understanding of the world around her

### Graphics

**Sumaiya U 7HAS** and **Success O 7ZHA** - for working incredibly hard in STEAM lessons! Well done!

### History

**Ilma J 7EAW** - for amazing contributions and outcomes in History so far!

### Maths

**Riya P 7SGU** - for working super hard and participating in every lesson.

**Shehnai S 8SZ** - For always being ready to lend a hand to others, whether it's explaining a tricky concept or helping out with a problem. At the same time, she's constantly challenging herself, pushing to go beyond what's expected and always looking for ways to improve."

### Music

**Keshavi S, Maryam M, Aiza Z, and Mia P 7HAS** - for being pupil teachers and helping the class with their first experience of the piano!

### PE

**Nataly DSP 7CMI** - for having an exemplary attitude and being a role model

### Science

**Jenna N 7HAS** - For always having an exemplary attitude towards learning

### Spanish

**Anabela D 7ZHA** - for outstanding answers in Spanish and great contributions. MCO

### Textiles

**Arnika J 7SGU** - for excellent attitude towards her learning and excelling in textiles skills.

**Yaanah Patel 7HJG** - for fantastic hand embroidery work in Textiles.

**Mary N 7CMI** - for fantastic effort and for helping others in Textiles.





# Student Rewards April 2025

## Year 8



### Art

**Aadya A 8SCH** - For her fantastic commitment to learning during class and through Art Club.

### Computer science

**Yashvi P 8SZ** - for her effort and motivation in lesson as well as for helping her peers with coding. Sabeen, F 8MCO - Excellent effort in the classroom and showing positive attitude towards learning.

### Drama

**Vyana V 8SZ** - for consistently fantastic facial expressions in performance work!

### English

**Faryal O 8SZ** - for her reliability and enthusiasm in English this term; Aaminah MN 8SZ for her consistency and effort in the subject

### Food

**Hezel J 8SZ** - For trying to adapt her recipes to include complementary flavours - Well done!

### French

**Pushti U 8EBD** - always putting in extra effort in class and in homework. She has used a variety of tenses consistently

### Geography

**Urvi K 8MCO** - for always participating in lessons and putting in so much effort into all of her geography homework!

### Graphics

**Aaminah MN 8SZ** - dedication to getting her work completed to the best of her ability.

**Jayni H 8EBD** - for working incredibly hard during graphics lessons and producing fantastic work in classwork as well as homework.

**Hira T 8MCO** - for showing dedication and resilience in STEAM lessons despite having many technical issues. Well done for staying so calm!"

### History

**Jasmin K 8MEM** - for outstanding History outcomes!

### Maths

**Khadija I 8SCH** - she always shows incredible commitment, dedication, and resilience, always working hard and never giving up.

### Music

**8EBD** - for their consistently hard work in music PE

**Sona H 8LJO** - for incredible enthusiasm and having an exemplary attitude in every PE club and lesson.

### Science

**Aneri P 8CTA and Mia V 8CTA** - for their effort with their recent revision in science and for always coming to lesson with a positive approach and mindset, Well done!

### Spanish

**Krishna V 8MEM** - for her consistent participation in Spanish lessons and a positive attitude to learning.

### Textiles

**Ruqaiya J 8SZ** - for always working hard in Textiles.



# Careers enrichment for students

## Year 10 Interview Day: Students experience the interview process

Thank you to our business staff, governors, ex-colleagues and volunteers from various industries connected to our school, all of the Year 10 students had the experience of going through an interview process as part of our Employability Workshops. For most of the students this was their first step into the world of work in preparation for their work experience in July.

Every year our students really appreciate the opportunity this activity from our careers programme gives them to develop their interview skills and improve their CVs. Activities like this, prepare students for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life as part of our broad and balanced curriculum.

The students' comments after their interviews were very positive and many commented on how they enjoyed taking part, how supportive their interviewer was, and how they were made to feel comfortable and able to showcase their skills. Here are some of their comments:

I think that the interview experience was very helpful and enjoyable. My interviewer was extremely kind and gave me valuable advice for future interviews. I would recommend this experience for future year 10s who are going into work experience.

### **Sohada T**

The interview was such a fun experience and we feel very grateful for the people who took time out of their day to interview us. We felt well prepared after our PSHE session leading to the event and Unifrog was a great help too when writing our CVs. Thank you to our Form Tutors and the Sixth Formers for giving us feedback on our CVs.

### **Elga. Lilee-Ana and Hayfa**

The Year 10 interviews were such an amazing opportunity for me to develop my communication skills and gain an insight as to what future interviews will consist of. I really appreciate all the supportive feedback that the interviewers gave us and it will definitely be beneficial for me in my future interviews. Thank you to the staff who organised this and to the interviewers for volunteering their time to help us.

### **Sophie**

We welcome any parents with industry contacts and Bentley Wood alumni wanting to take part and support us with our careers programme to contact Mrs Ortega (**Careers Leader/Assistant Headteacher**) or Mr Lincoln Tapper (**Careers Adviser**)

see our website <https://www.bentleywood.harrow.sch.uk/curriculum/careers/>





# Careers Morning

Bentley Wood's Year 8 Careers morning involves inviting speakers from a variety of industries into school for pupils to learn about various occupations and their career journey.

This year we had speakers from sports, film and television, the army, healthcare, construction, clinical psychology, education, hospitality, and culinary arts. The majority of students found that the talk assisted them with career decisions and GCSE choices. Overall, the talks gave each student a lot to think about as they progress through secondary school and the choices that they have to make in Year 11 and beyond.

**Mr Tapper Careers Adviser**



**British Army Sargent Colin Fiddy**



**Professional Chef West Herts College Andrew Wakeford**



**Professional Footballer Queen Park Rangers Eric Salvo**



**Clinical Psychologist from Royal National Orthopaedic Hospital, Mina Abedian**



**National Film and Television School**



# Enrichment experiences in languages and history

## Spanish Conjugation Challenge at NLCS

Three teams of eager language learners from Bentley Wood proudly represented the school in the Spanish Conjugation Challenge at North London Collegiate on Thursday, 20th March.

Our students from Years 8, 9 and 12 were joined by students from other local schools for an evening of friendly yet spirited competition. Each team consisted of three talented linguists who embraced the challenge with great enthusiasm.

The competition was an excellent opportunity for students to showcase their knowledge and mastery of Spanish as they vied to reach the top spot on the leaderboard. The challenge was delivered over multiple rounds of ten questions each covering a variety of verbs in all the tenses.

Congratulations to all the participants for their efforts! Events like these highlight the importance of language education and the joy of embracing new cultures through learning.

The challenge was a confidence booster for our students and also provided the opportunity for them to network with peers from other schools, sharing valuable study tips on improving their Spanish skills. We look forward to next year's challenge and continuing our journey toward Spanish fluency.

*I found the Spanish conjugation challenge really fun. It was very nice and most importantly, it challenged our grammar skills. I would like to thank the teachers for giving me this opportunity.*

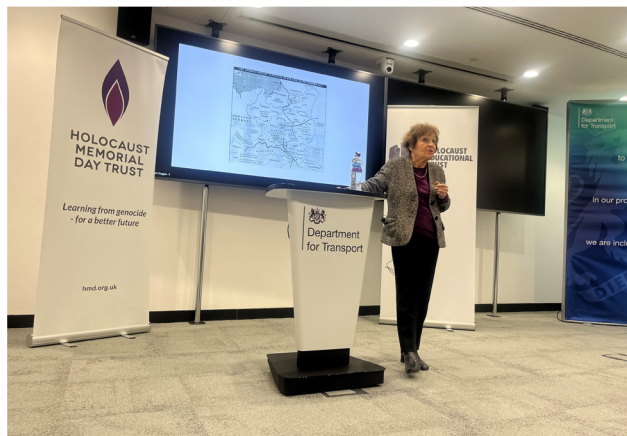
**Mishkat R 9MD**

*I really enjoyed the Spanish conjugation challenge! It was quite competitive and the host was very welcoming.*

**Lois T 8LJO**







## Attending the Holocaust Memorial Ceremony with Transport for London

Recently, I had the profound honour of attending a Holocaust Memorial Ceremony hosted by Transport for London (TfL), where I was privileged to deliver a speech presentation. This deeply moving experience not only allowed me to pay tribute to the millions of lives lost during the Holocaust but also to share insights from a significant journey to Poland, where we visited Auschwitz and Birkenau.

Our one-day trip to Poland was a powerful and educational experience. We visited Oświęcim, the town known for being home to the Auschwitz concentration camps. Walking through these sites, where unimaginable suffering took place, was an emotional yet necessary experience. Seeing the preserved remnants of the camps, including barbed wire fences, crumbling barracks, and the infamous gate with the sign "Arbeit Macht Frei" ("Work Sets You Free"), gave us a harrowing glimpse into the horrors that unfolded there.

What made this experience even more powerful was the opportunity to hear the firsthand testimonies of survivors from genocide backgrounds. Their powerful stories of resilience, courage, and survival resonated deeply with us. These testimonies reminded us that genocides are not

only moments of history but ongoing lessons for humanity. Hearing their words firsthand underscored the importance of remembrance, education, and the fight against hatred and discrimination.

During my speech at the TfL Holocaust Memorial Ceremony, I emphasized the importance of bearing witness to these experiences and sharing their lessons with future generations. I spoke about how crucial it is that we remain vigilant in combating prejudice, fostering understanding, and promoting compassion. By educating ourselves about past atrocities, we can create a more inclusive and tolerant society for all.

The opportunity to visit Auschwitz and hear survivor testimonies was a powerful reminder of the fragility of peace and the strength of human resilience. I am grateful to TfL for providing a platform to share these reflections and to honour those who suffered and perished during the Holocaust and other genocides. By remembering these tragedies, we ensure that the lessons of history are never forgotten, and that we continue to work toward a more compassionate world.

Britannia N 13SNU

# Oxford and Cambridge subject taster lectures and workshops



## Chemistry taster session at University of Oxford

Wednesday 26th February I and one other student were lucky enough to attend St John's college, Oxford University for a chemistry taster day in which we toured the College, attended two lectures, experienced a lab session, and participated in a student panel.

The day began with an introduction to the college, where we were given a tour of the beautiful, historic grounds. St John's College. As we walked through the buildings, we both felt a sense of excitement and anticipation about what was to come.

Throughout the day, we were also given the opportunity to attend talks and lectures by current Oxford chemistry students and professors. The first one was given by an Oxford PHD; he gave a lecture about the formation of rocks through limestone. The second talk was given by a fourth-year chemistry student who spoke about her three internships and her experience alongside them.

One of the most valuable parts of the day was the chance to take part in a student panel which we were able to ask questions and interact with other enthusiastic chemists. The students shared insights into the course structure, the challenges of studying chemistry at such a rigorous

institution, and the immense rewards that come with it.

It was inspiring to meet like-minded individuals who shared a similar passion for chemistry.

Overall, the St John's College Chemistry Taster Day was an unforgettable experience. It not only deepened my interest in the subject but also gave me a glimpse of what life at Oxford could be like.

**Maria L 12PS**



UNIVERSITY OF  
**OXFORD**



# Sixth Formers attend degree level lectures in Philosophy at Cambridge

On the 20th of March, the philosophy department took 15 students to a Sixth Form conference run by the philosophy department at Cambridge. This gave them the opportunity to consolidate their knowledge on some areas of the specification and learn about philosophy of mind and the metaphysics of God.

Three students have shared their thoughts on the day:

## Rawda:

Our philosophy trip to Cambridge was an incredible experience, and the lectures at Lady Mitchell Hall were particularly thought-provoking. We arrived in Cambridge early, giving us time to walk through the beautiful streets in the good weather, which was a great start to the day.

The first lecture on Galilean scepticism was especially intriguing. The discussion made us reflect on how much of our reality is truly objective. The second lecture was equally engaging as we explored the famous trolley problem.

We examined different variations as well as separate scenarios in which includes the case of a surgeon who could save six people by sacrificing one, raising difficult ethical questions about moral responsibility and the value of life. Hearing different perspectives on these dilemmas made the discussion even more enriching.

The final lecture was centred around the question, "Can computers think?". We explored the Turing Test and the Lovelace Argument, which argues that while AI can imitate human behaviour, it cannot truly exhibit creativity or surprise us with original thought. This led to a fascinating debate about whether consciousness is unique to humans.

## Asma:

I had the amazing opportunity last Thursday to go to Cambridge for a philosophy conference, where I got to experience university level lectures about philosophical ideas. One of my favourite ones was about the trolley problem, and its different variations and solutions based off different approaches. It was an amazing experience, especially the 1 hour walk from the train station to Cambridge.

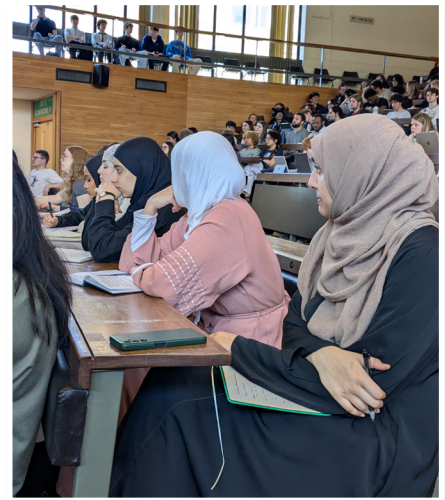
## Nateer:

The philosophy lectures in Cambridge provided me with a whole new perspective of how I view the human mind.

The lecture concerning whether computers have consciousness, being incredibly relevant in a period of unprecedented advancement in artificial intelligence, has shifted my perspective of what defines human reasoning and emotion so distinctive of that of a machine. Overall, the day was incredibly insightful and deepened my understanding of philosophy and its significance in everyday life.

The RS and Philosophy department will continue to foster relationships with Cambridge, and two colleges, Homerton and Corpus Christi have invited us back to tour the colleges and understand the process of admission.

## Ms Tweed



# Sixth Formers further their Social Sciences knowledge at workshops



## Brunel University Festival of Social Sciences – A Fantastic Experience for Bentley Wood Sixth Form Students!

Members of the Bentley Wood 6th Form Anthropology Society had the incredible opportunity to attend the Brunel University Festival of Social Sciences.

This inspiring taster day allowed students to explore university life, engage in interactive learning, and gain valuable insights into studying social sciences at a top-ranked institution.

During the visit, students:

- Participated in hands-on workshops that brought social sciences to life
- Attended mini lectures from Brunel's expert academics
- Spoke with current students to learn about university life and study opportunities
- Discovered exciting career pathways and degree options

Brunel University, known for its internationally recognised teaching and high student satisfaction rankings, provided an engaging and thought-provoking experience.

Students also learned about opportunities to study abroad and work placements, highlighting the many benefits of studying at Brunel university.

Overall, it was a fantastic and insightful day, leaving students inspired about their future academic journeys. A huge thank you to Brunel University for hosting such an informative event – we look forward to attending again next year!

**Mr Maric**

We were thrilled to have the chance to visit Brunel University with fellow anthropologists and listen to a series of fascinating talks. Our first session delved into a quirky yet thought-provoking question: "Would you eat your dog?" spoken about from prof. James Staples.

This talk encouraged us to consider how different cultures approach ideas that might seem unusual at first glance. In the following criminology lecture, we explored the controversial relationship between mental health and offending by Dr. Julie Trebilcock, discussing whether one might cause or influence the other—a topic that sparked a lot of lively debate. The final talk, also in criminology, focused on the case of Lucy Letby, examining what her story reveals about female offenders and media portrayal, and prompting us to reflect on issues of guilt and public perception.

**Rawda M Year 12**





# Anthropologists James Staples and Luke Heslop visit for an insightful talk

Year 12 and 13 Sociology students, along with members of the Anthropology Society, were thrilled to welcome two anthropologists from Brunel University, James Staples and Luke Heslop. They gave an engaging talk on the exciting world of anthropology, sharing insights into how this field explores human behaviour, culture, and migration.

James and Luke also introduced their podcast, The Migration Menu, where they discuss the complexities of migration and its global impact. Their work sheds light on why people move, the challenges they face, and how migration shapes societies today - topics that directly link to our studies in sociology.

Throughout their talk, they emphasized the diverse skills gained from studying anthropology, such as critical thinking, research, and problem-solving, which can open doors to various career paths, from academia to international development.

Their passion for the subject was clear, and they encouraged students to consider how anthropology could help them better understand and address global challenges.

Thanks to James and Luke for an inspiring and informative session. We hope their visit sparks interest in anthropology and the many possibilities it offers for the future.

**Mr Maric**



# Student Rewards April 2025

## Year 9



### Art

**Nyla M 9GCP** - For her fantastic sculptural final piece in the artist project.

### Business studies

**Mya Smith 9JAZ** - for demonstrating excellent progress this term.

### Computer science

**Annabelle C 9ROR** - For achievements above and beyond expectations in computing.

**Summayah D 9KPO** - Excellent effort in the classroom, demonstrating strong engagement and enthusiasm

### Drama

**Greta C 9LSB** - for endless enthusiasm for drama and consistently high levels of performance.

### English

**Odetta M 9AHU** - for consistently improving across the term - keep it up!

**Leeah T 9MD** - for being a model student in her effort and clarity of writing

### Food

**Hannah UH 9LSB** - for effort in practical lessons

### French

**Sara S 9JAZ** - consistent effort and going above the curriculum with her writing and speaking. Always speaking in French at any opportunity

### Geography

**Mihika T 9LSB** - for her consistent effort and also engaging with geography outside of lessons. She did an amazing job in helping to create the Earth Hour Wise Thoughts slides!

### Graphics

**Evie R 9AHU** - For constantly producing high quality work in lessons.

**Louisa M 9KPO** - For her incredible kindness every lesson. You have worked very hard to improve the quality of your work this term. Well done!"

### H&S

**Zahra F 9SLB, Louisa M 9KPO** - For helping out at option evening.

### History

**Annabelle C 9ROR** - for excellent outcomes and efforts in History!

### Maths

**Zainab R 9ROR** - for her consistent hard work in every lesson, as well as her dedication and commitment to learning. She always puts in the effort and actively participates in every lesson.

### Music

**Saanvi P 9GCP** - for her outstanding music work

### PE

**Camille W 9MD** - for being a fantastic PE ambassador during options evening as well as showing fantastic commitment to her PE GCSE on top of her gymnastics commitments.

### Philosophy

**Dharmista S 9KPO** - For excellent contributions to religious studies and always asking brilliant, critical questions.

### Science

**Preya T 9ROR** and **Nandini M 9MD** - for going above and beyond with their learning in science and this being reflected in their progress recently, well done!

### Spanish

**Kaya P 9GCP** - for impressive amount of work in Spanish. Great progress made over the time and willingness to learn more. MCO

### Textiles

**Fatma H 9ROR** - for improved effort and fantastic machine embroidery in Textiles



# Student Rewards

## April 2025

### Year 10



#### Art

**Ameera H 10CJG** - for always going above and beyond in her coursework projects completing all extension work along the way. **Sam NV 10LBM** and **Aleena M 10THA** - for outstandingly beautiful work in Art

#### Business studies

**Aliyah Z 10TC** - for achievement in her assessment grade and excellent progress this term

#### Chemistry

**Dorothea H 10ESO** - for her conscientious attitude to learning each and every lesson and always putting herself forward to give things a go or to answer any question - well done!

#### Computer science

**Jannat B 10LBM**, **Aleena M 10THA** - Excellent effort in the classroom, demonstrating strong engagement and enthusiasm.

#### Drama

**Vanaiya PH 10EOG** - for superb work in devising, keeping an excellent written record and working in collaboration with peers.

#### English

**Rahaf AW 10LBM** - for her contributions to class and high-quality work; **Sophia A 10SSH** - for her progress throughout the year and excellent effort

#### Food

**Lauren M 10CCH** - for massive improvement in practical skills

#### French

**Khadija R 10TC** - for your active participation in class.

#### Geography

**Maria B 10CCH** - for consistent enthusiasm in all lessons, asking lots of questions and challenging the world around her!

#### Graphics

**Sheema S 10SSH** - showing great dedication to the subject in lessons.

**Shimla M 10SSH** - for being a fantastic helper on Year 8 options evening

#### H&S

**Nia B 10TC**, **Arwa M 10CJG**, **Haya D 10THA**, **Safa A 10CCH** **Ayana A 10CCH** - Consistently been working hard in HSC and helping out at Open Evening.

#### History

**Anniyah S 10CCH** - has been working consistently hard all term, showing high efforts in lessons and homework.

#### Maths

**Khadija R 10TC** - She always puts in the effort to understand tough concepts and isn't afraid to ask questions. She's determined to keep improving, whether it's through extra practice or attending additional tuition sessions.

#### Music

**Milaan WP 10ESO**, **Vanessa N 10CCH**, **Yasamin NZ 10ESO**, **Dorothea H 10ESO**, **Maria B 10CCH** for outstanding help at Options Evening.

#### PE

**Elga DS 10CJG** - for being an outstanding PE ambassador and showing fantastic commitment and dedication to GCSE PE

#### Physics

**Hitarthi P 10CJG** - For her outstanding performance in her most recent assessment on forces

#### Psychology

**10THA** - for being such an amazing helpers at parents evening

#### Spanish

**Margaret R 10ESO** - for her positive change in attitude towards Spanish and great effort in lessons.

#### Textiles

**Naila U 10CCH** - for always working hard in Textiles. Always trying new textiles techniques combinations and for always striving for perfection.

# Geography field trip and climate conference themed play



## Student geographers see Kyoto, a play that dramatizes the 1997 climate conference

I recently saw *Kyoto* at Soho Place Theatre, and it was honestly one of the most intense plays I've ever watched. It pulled me right into the chaos of the 1997 UN climate conference, where world leaders struggled to agree on the Kyoto Protocol.

As someone studying geography, I found it fascinating how political power, scientific evidence, and corporate interests clashed so dramatically. One scene that really stuck with me was when a group of scientists desperately tried to convince politicians that urgent action was needed, only to be met with empty promises and interference from oil lobbyists. The frustration and desperation felt so real, and it made me think about how little has changed in global climate negotiations.

The acting was incredible—the tension in every argument made it impossible not to get emotionally invested. The way the play captured the exhaustion, hope, and manipulation behind the scenes of climate politics was powerful, and the sharp writing made every moment feel urgent (my favourite was the monologue by the delegate representing Kiribati). I left the theatre thinking about how today's climate debates are just as frustrating as they were in 1997 and how complex these negotiations really are.

**Kavya J 13NS**

The *Kyoto* play was truly amazing! The play followed the life of an oil lobbyist who was against climate change but

attended the conferences and meetings leading up to the Kyoto Protocol.

I love how it showcased different countries' perspectives on climate change when it was first being negotiated and how, from this, different tensions arose. It almost felt immersive as if we were in on the negotiations as the characters portrayed such emotion and were quite engaging with the audience. I would definitely recommend to go watch it as it is quite intriguing and captivating, especially if you are interested in climate change and politics!

**Priya P 12CTW**







## Students enjoy outdoor practical field work on geography trip to Juniper Hall

On Wednesday 26 February, my friends and I went on a geography trip to Juniper Hall, which is found near Dorking just off the Surrey Hills. We went to investigate the changes that occur downstream in a river. I had a lot of fun as we were in a different environment and learning outside, even if it was raining. It was nice to learn some geography outside of the classroom.

When we arrived at Juniper Hall, we were able to see the large fields with sheep. Juniper Hall is the place for our GCSE physical geography course. I was excited to learn about how a river's course can change over time, especially if it was managed.

Our first site was Abinger Hammer. This part of the river is found in the middle course and was managed with both hard and soft engineering. This is because it was close to the A25 the channel was straightened to prevent flooding,

Our second site was Crossway Farm. This part was not managed as there were no big roads nearby. There were a lot of meanders, my friends and I LOVE meanders. We even saw a meander scar which used to be an oxbow lake.

I really enjoyed it apart from the rain, but that's part of the experience! I am thankful for this trip that was organised as it helps us engage with the geography around us rather than just writing it all down in a classroom.

**Inshirah B 10EOG**





# Student participation in sports clubs and competitions this term



Football Team

## Bentley Wood students keep a strong defence at football tournament

On the 4th of March, our Bentley Wood team had the amazing opportunity to represent our school in a football tournament at Nower Hill High School. We played three matches against Pinner High School, Canons Park and John Lyon's. Although the matches didn't go as we had imagined and we didn't score as many goals as we had hoped for, our defence was strong and consistent, causing trouble for the attacking teams. We pushed until the last minute and only conceded two goals in the whole tournament.

We're proud to have represented Bentley Wood and to have demonstrated our skills and sportsmanship. This tournament was about growth, working together, and enjoying the challenge of the game. Everyone gave their best effort and showed great teamwork on the field.

It was such an incredible experience! I wanted to say a big thank you to everyone that supported us- our coaches, teammates, and the fans who cheered us on. We'll keep improving and come back even stronger for the next tournament!

**Lila and Nataly 7CMI**



Netball Team

## Year 7 show team work and support one another at Borough Netball tournament

On Tuesday, 11th March, the Year 7 Bentley Wood team attended the Borough Netball tournament at Nower Hill. We had to play against a number of other schools and as a team we stayed united to support one another. Despite not winning a match, the team maintained a positive attitude and manage to draw against some of the teams we played against.

The games were fast paced as they were only 5-minute halves, but we made lots of successful interceptions to stop the other teams and scored more goals than we did last time - which shows our hard work is paying off.

We have areas to still work on and we are looking forward to starting our league matches!

**Pranisha and Nataly 7CMI.**



# KS3 football Club

We are thrilled to announce the launch of our brand new after school football club, open to all students in Years 7, 8, and 9! This is a fantastic opportunity for students to develop their football skills, stay active, and enjoy the sport in a fun and supportive environment.

Echoing the explosion in popularity of women's football across the globe, we have had a great turnout in the first two sessions! While being enjoyable for all involved, the sessions are also aimed at developing a greater understanding of the tactical and technical sides of the beautiful game.

Who knows, BWHS could be home to the next Women's Super League star!

Join us on Monday afternoons from 3:15-4:30. Full PE kit is required!

**Mr Young**



# Student Rewards April 2025

## Year 11

### Art

**Sophie O 11ALN** - for showing massive commitment to improving her work and attending after school club. **Fadeela Syed 11ALN** - for her hard work, positive attitude and progress in Art.

### Business studies

**Ghufran F 11CSN** - for outstanding progress in the subject and hard work to gain fantastic results. Well done.

### Chemistry

**Sarah A 11ALN** - for the progress she has made in chemistry this year which is down to her dedication and ambition to do her very best. **Saanga P 11JP** - for her positive approach to her learning and for consistently attending revision sessions. **Fadeela S 11ALN** - for the progress she has made since the start of the year, her resilience and commitment to her studies are shining through.

### Computer science

**Sarah, M 11JP, Aliza K 11EV, Michelle M 11SEO** - Take a moment to celebrate your incredible hard work and dedication in Computer Science. Your excellent results are a testament to your effort and determination, and it's truly inspiring to witness your achievements.

### Drama

**Nandni M 11EV** and **Eeman S 11EV** - for excellent commitment to Drama and preparation to the final assessments and exam.

### English

**Muswera T 11SEO** - for her excellent performance in English Language mocks; **Sayida A 11BKO** - for her excellent performance in English Literature mocks

### Food

**Asiya S 11SEO** - for attendance at NEA interventions

### French

**Inaya M 11JP** - for your continuous efforts and excellent results in French

### Geography

**Hajerah A 11EV** - for great enthusiasm in lessons, with great contributions and questions for the Changing Economic World unit





# Student Rewards April 2025

## Year 11

### Graphics

**Imaan Z 11EV** - producing high quality work in lessons, keep up the hard work! **Musawera T - 11SEO** for working really hard in lessons and outside of lessons to work both on coursework and exam! I am very proud of you. Well done!"

### H&S

**Aleena A 11ALN, Iman A 11ALN, Rhea M 11JP** - Outstanding results in HSC BTEC TECH award.

### History

**Ifrah O 11SG, Ghufraan F 11CSN** - for joining us late in the year but showing incredible efforts towards their mocks

### Maths

**Husna J 11BKO** - for her determination to achieve the best possible outcome in Maths. She is working very hard throughout Year 11 and I believe she will do great! Keep up the good work!

### Music

All of the **GCSE music students** who have completed their NEA on time!

### PE

**Hajerah A 11EV** - For great enthusiasm and contributions in lessons, with great improvements in her recent MOCK papers in GCSE PE

### Psychology

**Abeeha R 11SG** - for doing such good revision for her psychology mocks and being dedicated to the subject

### Science

**Aneya S 11SG** and **Reshmi P 11SG** - for always working so hard no matter what challenges occur in the classroom. They remain positive and determined. Well done!

### Spanish

**Skandaja K 10ABI** - for perfect score in her oral exam. Amazing conversation! MCO

### Textiles

**Ariqa FM 11KBO** for her commitment and enthusiasm in Textiles



# Information for students and parents

## Careers information and advice at BWHS

(Full careers plan Years 7 to 13 on school website Curriculum/Careers)

For resources and information about student careers and further education paths please view the Careers page on our website. <https://www.bentleywood.harrow.sch.uk/curriculum/careers/>



### What are apprenticeships and how do I find out more about them?

- Paid jobs that offer you a salary to train and gain an education, debt free
- They are an excellent way to gain life skills and have a gateway into a job without having to attend university full time
- They allow you to build a network and gain work experience
- You can often find them in any sector, from business and finance to construction, science and healthcare

[Amazing Apprenticeships](#) - range of resources to help teachers, parents, pupils and employers navigate the changing world of apprenticeship.

[Find an apprenticeship](#) - a government website to find apprenticeships using your postcode

[Notgoingtouni.co.uk](http://Notgoingtouni.co.uk)

[Linkedin](#) and [Indeed](#)

Employers' Websites

### Unifrog - The Careers and Destinations Platform

In keeping with our commitment to provide students with outstanding careers guidance and tailored support when choosing their next step after school and further education, we are using Unifrog; an award-winning, online careers platform. All students in Years 7 to 13 already have access to this excellent website.

The Unifrog platform is designed to support learners in making the most informed decisions about their futures

and has a range of tools that are suitable for all year groups. Each student has their own personal account that provides a wide range of information related to their interests and aspirations. Key features of the platform include:

Exploring Pathways - personality quizzes, career and subject profiles, MOOCs and webinars

Recording - self-reflection about extracurricular activities and key employability skills

Opportunities - search tools showing live vacancies/courses/placements for apprenticeships, universities (in the UK and abroad), FE, virtual work experience and much more

Applications - tools to help students build applications for a range of pathways (e.g., CVs, Personal Statements, Common App Essays)

Placements - to add and administer your work experience placement

Students access the platform by clicking a link in their welcome email, where they create a password and can begin using the platform. They login to Unifrog using their school email address and password and they can do so from any computer, tablet or smartphone. We would encourage you to use the platform with your child so you can support them through the process of deciding their next step.

We have also set up a parent login so that you can use Unifrog as if you were a student yourself, allowing you to support your child throughout the process.

The sign-up code you need is: WONAParents and you can sign up via this link [www.unifrog.org/code](http://www.unifrog.org/code)

### Work Experience

**Year 10 Work Experience - 7th to the 11th July 2025**

**Year 12 Work Experience - 14th to the 18th July 2025**

### AIMS & OBJECTIVES

1) To facilitate students' personal and social development.

All students should have an opportunity to:

- Develop self-confidence
- Accept responsibility
- Develop communication skills
- Make appropriate relationships

2) To enable students to develop their knowledge and understanding of the world of work.

• All students should have an opportunity to: Experience a working environment

• Have a better understanding of individual's roles in the workplace



- Have a better understanding of how businesses are structured & organised
- Discover the similarities and differences between school and work
- Gain a general insight into 'work' to aid the transition from school to employment
- Realise the importance of health and safety regulations

#### Skills and personal qualities to demonstrate and develop

- Confidence
- Communication Skills
- Working as part of a team
- Identifying your strengths and weaknesses
- Ability to organise and take responsibility



- Listening and understanding information
- Make a positive contribution to the workplace

We need eight essential skills to succeed in education, work and life.

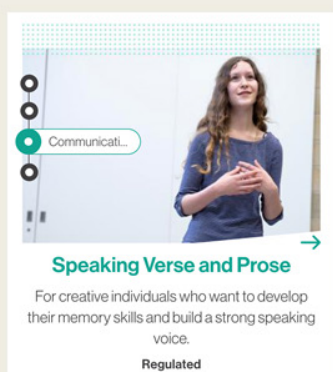
#### The Parents' Guide Green Career.

This magazine gives you lots of information about taking a path to green careers. You can access this magazine on our Careers page.

<https://www.bentleywood.harrow.sch.uk/curriculum/careers/>

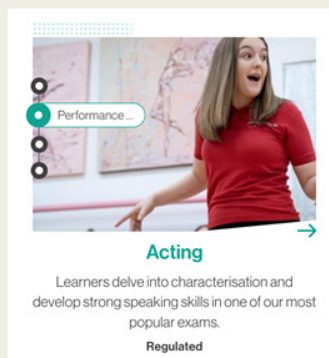


## Drama course at Bentley Wood



**What is LAMDA?** London Academy of Dramatic Art is a well-known establishment in qualifications in Speech of Verse & Prose, Acting, Musical Theatre and Public Speaking. It is well respected and recognised on a person's CV and offers UCAS points for Grade 6,7 & 8.

**How much will it cost?** Bentley Wood has partnered with the local Stagecoach providers and are able to offer the 10 sessions for £150 (FSM discounts can be offered). In addition, there is the cost of the exam, the price of the exam varies dependent on grade.



### How to book

We have developed the enrolment process for LAMDA and would now ask that you use the below link to complete enrolment forms for the Spring term.

<https://www.tickettailor.com/events/lamdawithstagecoachforschools/1565579>

If your daughter is in receipt of free school meals the school will offer support with your fees, please use this form:

<https://www.tickettailor.com/events/lamdawithstagecoachforschools/1565585>

# LAMDA

# Student wellbeing

## Mental Health and Wellbeing Updates from the Bentley Woods

At Bentley Wood, we're committed to supporting your daughter's emotional well-being and mental health, alongside her academic success and personal development, to the best of our ability.

As we reach the mid-point of the summer term, I wanted to share with you some strategies, developments, and advice for your daughters (and you). We want to help you, the very best we can, in fostering your daughter's resilience and emotional wellbeing.

### Supporting Teenagers' Mental Health: Tips for Parents

As parents, it's crucial to support your teenagers' mental health during these challenging years. Here are three key tips to help you navigate this journey:

- **Open Communication:** Engage in meaningful conversations with your daughter. Give them your full attention, be curious about their feelings, and take their concerns seriously. This helps them feel understood and supported.
- **Empathy and Timing:** Show empathy by acknowledging their emotions and providing a safe space for them to express themselves. Choose appropriate times for discussions, ensuring you can focus on them without distractions.
- **Self-awareness:** Reflect on your own stress and negative feelings. Being mindful of these can help maintain a positive and supportive environment at home.

Your presence and understanding are vital during these formative years. For more resources and support, visit the Anna Freud National Centre for Children and Families at:

[www.annafreud.org](http://www.annafreud.org)

### Mental Health Awareness Week

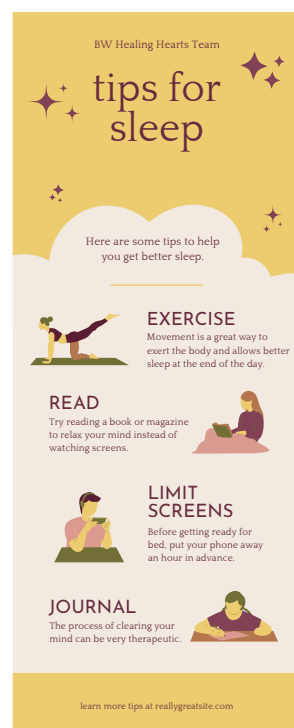
We recently celebrated Mental Health Awareness Week (May 13th) focusing on movement, exercise and developing resilience. As we always say to you, exercise – going for a walk, cycling, etc. is so helpful for your daughter's wellbeing. In this spirit, **Ms Bannon** (Associate Assistant Headteacher) organised a number of activities during MH Awareness Week – see her account below in this newsletter.

In the spirit of movement for wellbeing, **Ms Hussain**, Head of Classics, took the opportunity of the good weather to take her students onto our grounds for some outdoor learning. -see her account below in this newsletter.

Last year, to celebrate MH Awareness week we created and shared a series of **wellbeing infographics**. Your daughters are encouraged to download and print these infographics as posters, serving as reminders of practical, actionable advice to maintain good mental health throughout their school journey.

### Infographics.

You can access and download a series of Infographics from the **Student Wellbeing and Mental Health Teams channel**.





## Resource for Older Teenagers

**Harrow Cove** is a service where individuals can go if they are experiencing a mental health crisis. You can simply turn up, no appointment necessary.

They are a safe, inviting, and inclusive space for individuals who are struggling to cope with their mental health and daily life. It is for students aged 16+, the Cove offers support with drop-in sessions, arts and crafts groups, and a group specifically for ages 16-25. More details can be found [here](#).

## New Book on Smartphones and Mental Health:

A recently published book, by the American scholar, Jonathan Haidt, delivers a damning verdict on smartphones, social media, and wellbeing, particularly for teenage girls. It is called, **'The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness.'**

You can read more about it here:

[The Anxious Generation Out Now. Order the Book.](#)

## Mental Health Hub for Teenagers and Parents - Harrow:

Harrow services have produced an excellent online hub of mental health services for Harrow teenagers, should you or your daughter ever need support.

<https://youngharrowfoundation.org/harrow-is-here>

They have a specific area for parents and carers, with links to lots of activities:

<https://youngharrowfoundation.org/parents>

Digital Wellbeing Platform - Govox:

This year, after a trial with Year 9 last year, we rolled out our **wellbeing check-in platform (Govox)** across Years 9 10, 11, 12 and 13. This is a way to identify students in need of a 'check-in', to deliver them bespoke wellbeing resources, and to take the pulse of how our students are feeling each half-term.

We email them a survey link each half-term, which they are asked to complete. Please do encourage your daughter to complete the survey each half-term. The next one goes out **Monday June 10th** (the second Monday back after half-term).

Whether she's on top of the moon, or down in the dumps, we want to know how she's doing.

## Stay Connected: Student Wellbeing and Mental Health Teams Channel

We often upload new resources, tips, and advice to the **Student Wellbeing and Mental Health Teams channel**. Here, you can find a repository of **videos, articles, guided meditations**, and more to help you and your daughter cope with stress and anxiety, and to become more resilient.

## Select Mental Health & Wellbeing Support at Bentley Wood

We will continue to offer a wide range of support for your daughter at Bentley Wood, including our PSHE curriculum, Wise Thoughts discussions, sports and extra-curricular clubs. Some examples follow.

Our **'Healing Hearts Team'**. These are a group of staff trained in mental health and wellbeing strategies. These members of staff are available to connect with and speak to students, offering support and guidance for low-level concerns.

We have a fully-trained **Senior Mental Health Lead** who is a Senior Leader, in line with best Government-endorsed practice, and this includes support from the **Harrow Mental Health Support Team**. (MHST)

We have a number of **Counsellors in each week**, including a representative from the **Wish Centre**, in case your daughter requires higher-level intervention than the Healing Hearts Team can provide.

We have our own student **Wellbeing & Mental Health Ambassadors** to lead on whole-school initiatives such as Wise Thoughts, wellbeing Teams tips, and be a friendly face if needed.

For additional wellbeing and mindfulness resources, consider the **Headspace** and **Calm** apps, meditation MP3s in the Student Wellbeing and Mental Health Teams channel, or books such as "Mindfulness: Finding Peace in a Frantic World" by Professor Mark Williams.

Useful Apps and Websites:

[Meditation and Sleep Made Simple - Headspace](#)

[Calm - The #1 App for Meditation and Sleep](#)

To wrap up, I'll share two favourite quotations on mental health once more. **Richard Burton**, in his **'Anatomy of Melancholy'** (1621), suggests that staying active can help alleviate melancholy:

*"As fern grows in untilled grounds, and all manner of weeds, so do gross humours in an idle body...They that are idle are far more subject to melancholy than such as are conversant or employed about any office or business."*

*The Stoic philosopher Epictetus advises, "The first job in life is this. To distinguish between externals I cannot control, and the choices I make about them that I do control."*

If you have any questions or concerns, please feel free to contact **Mr. O'Sullivan** (Assistant Headteacher) or your daughter's **Head of Year**.

Wishing a very happy half-term.

Mr O'Sullivan

Assistant Headteacher

Senior Mental Health Lead

# Student Rewards April 2025

## Year 12



### Art

**Sophie M 12SBA** - for mastering oil painting! What a success!

### Biology

**Fatima M 12JG** - for her resilience and coming into every lesson and trying so hard.

### Business studies

**Asra K 12PS** - for consistent excellent work and great assessment outcomes in the subject. Well done

### Chemistry

**Gayathri G 12 SBA** - for her resilience this academic year and for making such a positive start to her studies, keep it up!

### Computer science

**Sanga, A 12PS** - for dedication, hard work and engagement in Computer Science lesson.

**Rhawan D 12PS** - For her hard work in lesson and for being resilient and presenting her findings to the class even when technology did not work as planned.

### Economics

**Liana B 12JG** - for excellent focus and outstanding progress this term. Well done

### English

**Nia AD 12SBA** - for her high-quality contributions in class to discussion

### Geography

**Georgia M 12JG** - For outstanding hard work and consistently demonstrating a wonderful curiosity in Geography

### H&S

**Ramlah F 12GJ, Zareen M 12SBA, Nawal M 12GCO, Sana S 12JG** Outstanding results in HSC BTEC National extended diploma award for unit 2.

### History

**Nanette A 12CTW** - for an outstanding year so far

### Physics

**Georgia M 12JG** - For being resilient and not giving up when things are difficult

### Psychology

**Tahira N 12CTW** - for always engaging positively in class and having an insightful comment which develops the class's understanding

### Sociology

**Huda H 12SBA** and **Kowcer N 12SBA** for being superstars and representing the new GCSE Sociology for Options Evening!

### Spanish

**Ismah J 12SBA** - for excellent progress made in term 2 and keeping up with workload of Spanish A Level

### Politics

**Eleni M 12GCO** - for your passion and commitment to Politics!





# Student Rewards February 2025

## Year 13



### Art

**Thusmena S 13SN** - for embracing her new project with an exciting new challenge and experimenting with new medias

### Biology

**Mariam N 13NS** - for working so hard and improving in her understanding of biology.

### Business studies

**Louiza S 13PBL** - for improvement in your assessment and gaining excellent outcomes. Well done.

### Chemistry

**Oorvi G 13NS** - for striving to achieve her very best this year and always aiming high in chemistry!

### Computer science

**Mariam J 13B** - For dedication and hard work in Computer Science.

**Sarah O 13B** - For dedication and hard work in Computer Science"

### English

**Abigail C 13SNU** - for always being committed and passionate for the subject

### Geography

**Kavya J 13NS** - has been consistently working hard in Geography and has made every effort to sustain her attainment. Keep Going KJ!

### H&S

**Naweda S 13KW, Zainab A 13NS** - Outstanding results in HSC BTEC National extended diploma award for unit 4.

### History

**Tina F 13SNU** - has been working consistently hard all term, showing high efforts in lessons, homework, and coursework.

### Physics

**Marjan A 13KW** - For her continued perseverance and engagement during revision lessons

### Psychology

**Raagavie G 13SN** - For showing good effort in psychology and showing a real development in her revision

### Sociology

**Rauva J 13SNU** - for consistently working hard to do better in Sociology.

### Spanish

**Hafsa R 13SN** - for her incredible work ethic and determination to complete her A Level Spanish course and her preparation for the Literary works mocks and the Independent Research Project.

### Politics

**Muhaddisah H 13NS** - for great outcomes and efforts in Politics!



# Information and advice for students and parents

## Staying Safe

### Advice for Students:

- Talk to a trusted adult if anyone says or does anything that worries or frightens you. A **trusted adult** might be a family member or please contact the school – someone will be there to support you.
- **Always** tell a trusted adult where you are going and what time you will return.
- Don't lend your mobile phone to anyone unless it is an emergency
- Don't let anyone online trick you into doing something or sending pictures against your wishes.
- **Don't share** any passwords/login information – keep them private and use complex passwords, too.
- Never give personal information to any person you don't know.

### Safety and your mobile phone:

- Speak to a parent/trusted adult about who you are connecting with and not to purchase anything online without gaining an adult's permission first.
- Age Ratings on Apps are **there to keep you safe**.
- **Only** connect online with friends and family you know in the physical world and not to accept 'friend play request' from strangers.
- Don't put up with abusive texts, photos or video. Show them to an adult and report them.
- You should **always** speak to a trusted adult if you see or hear anything online that makes you feel **scared** or **uncomfortable** and to **never** arrange to meet someone who they have met online.
- When sharing images: **you need consent** to take and share images/videos of others. People also need your **consent** to **take** and **share** your image.
- If an image shows the private parts of a person who is under 18; it IS an indecent image: It is an **offence** if you: save it, share it, keep it, print it, forward it, show it.

### Safety and Social Media

With social media you can send messages, share pictures, videos and chat with people all over the world. ... **but who are you connecting with?** Anyone can use the Internet. Not everyone is who they say they are and some people are not nice.

### Most social media platforms require users to be of a minimum age to use their services:

- **Snapchat** 13 years old
- **Instagram** 13 years old
- **TikTok** 13 Years old

- **You Tube** 13 years old
- **FaceBook** 13 Years old
- **WhatsApp** 16 years old

### Additional Support:

- Online Safety: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- How to recognise the signs of bullying and sexual exploitation: [www.harrowlscb.co.uk](http://www.harrowlscb.co.uk)
- Mental Health: [www.youngminds.org](http://www.youngminds.org) and [Mental Health Support Services in Harrow](http://MentalHealthSupportServicesinHarrow)

### Supportive Websites:

- [Childline](http://Childline): 0800 1111
- [NSPCC](http://NSPCC):
- [Samaritans](http://Samaritans): Call 116 123 (24 hours 7 days a week)
- [Campaign Against Living Miserably \(CALM\)](http://CampaignAgainstLivingMiserably) : Call 0800 58 58 58 – 5pm to midnight every day
- [Papyrus](http://Papyrus): Call 0800 068 41 41 – 9am to midnight every day Text 07860 039967
- [Childline](http://Childline): Call 0800 1111 (24 hours 7 days a week)
- [The Mix](http://TheMix): Call 0808 808 4994 (3pm to 12am)

### Useful contacts:

NSPCC report abuse line: 0808 800 5000

Harrow's Golden Number: 020 8901 2690

Harrow's Out of Hours Emergency Team: 020 8424 0999

Emergency Services: 999

### Other Useful Contacts:

Harrow Children's Services and Harrow Local Safeguarding Board [www.harrowlscb.co.uk](http://www.harrowlscb.co.uk)

In an emergency you must always call 999.

To report a non-emergency crime to the police call 101.





# Free School Meals eligibility

- Children are entitled to receive free school meals if they or their parents or guardians receive any of the benefits below.
- Universal Credit, provided they have an annual net earned income not exceeding £7,400 (£616.67 per month)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit, provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by HMRC
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit

## **I don't currently claim free school meals – what does this mean for me?**

If you think you might be eligible for free school meals, please see instructions here on how to check and apply.

**I am currently claiming free school meals – what does this mean for me?** Most people won't be affected by the new criteria. If you're currently claiming free school meals, but do not meet the new criteria, your child will continue to receive free school meals until the end of the Universal Credit rollout period.

This will apply even if your earnings rise above the new threshold or if you stop being entitled to Universal Credit. The Universal Credit rollout is currently expected to complete in March 2025. Once Universal Credit is fully rolled out, your

child will keep their free school meal until the end of their current phase of education, i.e. primary or secondary.

## **Where can I get more information?**

<https://www.gov.uk/apply-free-school-meals>

If you need any further information, please speak to a member of school staff in the Data Office or the local authority. You can also visit the free school meal website:



# Student medication

In today's educational environment, ensuring that your daughters' medication or health condition is managed is extremely important. From the moment a student is diagnosed with a medical condition that requires medication, parents should inform the school and provide the necessary medication along with any supporting documentation.

When a student's medication or condition changes, parents must notify the school promptly this will ensure that they are given the right support including any adjustments to health care plans.

The welfare team will send reminders when your daughters' medication is due to expire so there is sufficient time to replace. We must have valid medications to respond effectively in case of an emergency.

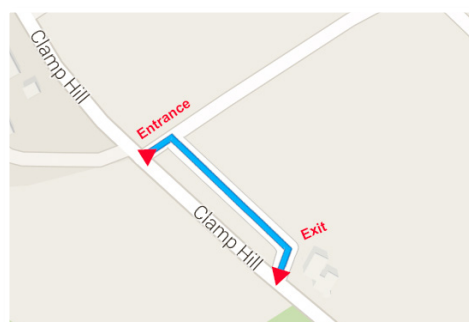
**Welfare Team**



## Dropping off and collecting your daughter from school

For student safety only use the Clamp Hill entrance to drop off and pick up your daughter from school. We would like to remind you that our Bridges Road gate is no longer in use for dropping off or collecting students from school by car. We wish for all parents/carers to use the Clamp Hill entrance and the designated safe road/drop off point. Please note if the drop off point is full, parents should drive through the drop off area and park on Clamp Hill Road, on the left hand side facing Brockhurst Corner/Uxbridge Road. For any parents who are unsure where the drop off is, please use postcode HA7 3JW. Details can also be found on the school website under the 'Contact Us' section.

Please can parents/carers email the school office at [schooloffice@bentleywood.harrow.sch.uk](mailto:schooloffice@bentleywood.harrow.sch.uk) with their up to date contact details including mobile numbers and email addresses to be sure that they are receiving all the information being sent to parents from the school.



## Dates for your Diary 2025

**2nd April 2025**

Spring Concert 18:00 – 20:00

**3rd April 2025**

Cultural Day, Students are invited to wear clothing that represent their culture

**4th April 2025**

End of Term. Early finish 13:25 / 13:30

**4th April to 11th April 2025**

Ski Trip

**7th April to Friday 21st April 2025**

**Easter Holidays**

**21st April 2025**

**Bank Holiday Monday. School Closed**

**22nd April 2025**

Return to school 08:40 usual registration

**22nd April to 25th April 2025**

GCSE Art Department Examinations

**23rd April to 2nd April 2025**

GCSE MFL Oral Examinations

**28th April 2025**

Year 9 HPV Vaccinations. Date to be confirmed

**29th April 2025**

Year 7 Parents Evening. Early finish 13:25 / 13:30

**30th April 2025**

Glee Concert 18:00 – 19:15

**5th May 2025**

**Bank Holiday Monday. School Closed**

**6th May 2025**

Year 7 Language & Year 8 Options deadline

**6th May to 20th June 2025**

External Examinations – GCSE / A-level

**26th May to 30th May 2025**

**Half Term**

**2nd June 2025 Return to school**

08:40 usual registration

**2nd June to 18th June 2025**

Year 12 UCAS Examinations

**30th June**

Awards Evening 18:00 – 20:00

Don't forget to check our website for regular news updates:

[www.bentleywood.harrow.sch.uk](http://www.bentleywood.harrow.sch.uk)