

SACRED HEART HIGH-LIGHTS

SIXTH FORM STUDENT NEWSLETTER



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SALA AND AINHOA REYES

**ACTIVITY
CHECKPOINT**
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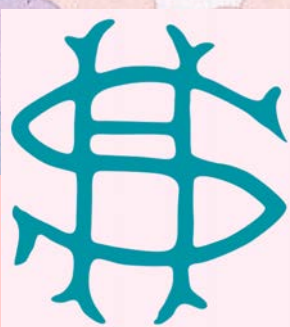




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KS5 TEAM UPDATES

ARTICLE WRITTEN BY: KS5 TEAM

his has been a busy final term: we have said our farewells to year 13 who eagerly await results day on the 10 August; we have announced our new Headgirl Team; year 12 have completed their first set of formal examinations and we have taken some time out in these last weeks to reflect and unwind with a wellbeing and safeguarding day, a retreat at Roehampton University, Sacred Heart Feast Day and a PGL camp over the last weekend.

I have taken some extracts from articles our very capable Sixth Form Committee have been collecting to complete this Summer Sixth Form Newsletter. These should give a snapshot of what our students have been focused on this term.

Our Diversity and Inclusion Committee ***“organised and presented an assembly with the aim to spread information and set a tone of sensitivity and unity moving forward.”*** ***(Maddy Sala)*** This coincided with similar assemblies in the younger years who have also been developing projects in their own committees and with whom they hope to do more collaborative work next year. Committee leads also contributed to the interview process of teachers who had applied for the Diversity Lead position, composing questions for the applicants and taking part in the interview panel.

After exam stress, our ‘Wellbeing and Safeguarding Day’ provided a welcome interlude. The KS5 team organised a talk by Amanda Martin who spoke frankly about her substance abuse. One of our students stated: ***“Amanda Martin was incredibly inspirational and a very good choice of speaker. Her story was moving and it's incredible to see that there are women who can pick themselves up and thrive no matter what their past is.”*** ***(Chiara, 12E)*** We also tackled topics such as Cancel Culture and had another speaker, Amy Woodward, from ‘Mind’ who addressed mental health and provided us with strategies and approaches to stress and anxiety. The British Army encouraged team building in an active task but also provided us with valuable careers insights. ***Holly, 12E: “Overall, it was an informative day and a good break from the rush of school!”***

Both Sacred Heart Feast Day and our retreat day afforded us with the opportunity to consider the Catholic ethos that informs all we do at Sacred Heart. There was time to be reflective, prayerful and to be still. Our retreat day allowed for small group work to consider our journeys and the decisions we make in the beautiful surroundings of Digby Stuart College. We look forward to a weekend of activities during our PGL residential this coming weekend. This will give students and tutors further time to get to know each other and to build team skills and camaraderie.



KS5 TEAM UPDATES

Year 12 began the UCAS process this term in preparation for applications in the first term of year 13 to tertiary education. We have had workshops by Deborah Streatfield from 'The Careers Office' on how to write effective personal statements and how to register with UCAS. Supplementary to our own programmes, we have also shared links with Emmaus, Lumina and St Pauls' Schools to strengthen applications for those students who wish to apply to Oxbridge or Russell group Universities as well as to Medicine, Veterinary Science and Dentistry. Further details of some of these programmes are available in this newsletter. We are also very grateful to Ms Porter for her continued work on the Janet Esrkin Stuart Programme which provides enrichment for all students wishing to extend themselves. Ms Porter will be working with the KS5 team to consolidate, streamline and extend opportunities for students wishing to apply for Oxbridge. A number of students have completed online work experience opportunities in areas such as law and marketing and twelve of our students are pursuing an EPQ (The EPQ is either a 5000-word thesis style essay answering a question in an area of interest to a student, or the development of an artefact, such as a performance, a phone App, etcetera, in combination with a 1000-word essay about the process of creating the artefact) under the supervision of Mr Scott.

Our congratulations go to the Head girl Team members:

Ainhua and Maya - Head girls

Maddy, Karis, Jerri and Tara - Deputy Head girls

They have already led assemblies and contributed to our Feast Day mass, despite the challenges of students still being in bubbles and we look forward to seeing them grow and contribute to our school community in the coming months.

Our year 12 students had their first formal exams in June and for some, with UCAS applications fresh in their minds, this was a challenging period. Students and staff should be working together in these last days of term to focus on how to bridge gaps in learning and how best to practice skills that need fine tuning. Individual meetings with tutors and the KS5 team have been scheduled this week for some who need the extra support and a workshop, led by Inner Drive, has been delivered to our students to encourage a positive mindset and approaches to success. About a third of students met their ALPs targets on all 3 of their subjects and their successes were celebrated in our final assembly.

We were sad to bid farewell to our year 13 students at the end of May. We marked their final day with a liturgy, followed by treats in the Garth. In June we were able to have a Leavers Ball in school to celebrate the end of their formal schooling with a photo booth and DJ raising spirits. We are very grateful to Ms Tesh and Ms McCarthy for their organisation and hard work in transforming our site into a fitting venue.

On behalf of the KS5 team, we wish all our staff, students and their parents a sunny, happy Summer break. A particular mention goes to all our form tutors for their continued support and diligence in working with our students on a daily basis. We look forward to welcoming our new year 12 students to Sixth Form on the 3rd September and to welcoming back our present year 12s on the 6th September.

Ms J. Greenwood and Ms C. McCarthy



HEAD GIRL NOTICE

ARTICLE WRITTEN BY: THE HEAD GIRL TEAM



FROM LEFT TO RIGHT: JERUSALEM A, KARIS F.P, MADDY S, TARA G, AINHOA R, MAYA G

Hello, my name is Maya and I am a Head Girl at Sacred Heart. Currently I study English Literature, Sociology and Geography. I have been at Sacred Heart since Year 7 and have grown so much as a person thanks to the people around me, so applying for Head Girl came naturally. Some of the goals I would like to work towards is the inclusivity of student voice throughout our school and giving pupils the opportunity to gain confidence in and out of the classroom. Another thing I would like to work on is making our school more sustainable and educating people on how to be more environmentally friendly. This year has been very crazy, but hopefully we get back on track in September and as a Head Girl team we hope to get more involved in school life.

Maya G

I am Ainhua and I am a Head Girl this year. After 5 years at Sacred Heart, I decided to continue my studies in RE, English and History at Sacred Heart due to the amazing opportunities on offer- both academically and socially. Although COVID has stunted many of these activities, I hope to work with the rest of the team in order to implement more next year. For example, I would like to work on expanding the role of Houses which will foster healthy competition and provide fundraising opportunities. These chances to socialise are integral in building the sense of community at school, which is why I also want to.

Ainhua R

My name is Maddy and I'm one of the Deputy Head Girls this year! I study English, History, and Politics and hope to study History and Politics next year at university. I started Sacred Heart in Year 7 and have always loved it here so it was an easy decision to decide to stay for Sixth Form and eventually get more involved in school life. Earlier this year, I applied for Head Girl because I wanted to help improve Sacred Heart and give back to the community.

During my time on the head girl team, I would like to work on bringing students from different year groups together more after the lockdown restrictions ease through clubs, tutoring programmes and more. I'd like to help represent the issues that students care about most and am excited to hear everyone's ideas, particularly surrounding diversity and inclusion and connecting student and staff voices for more open discussions.

Maddy S

My name is Jerusalem and I'm a Deputy Head Girl! I study Biology, Maths and Psychology in Sixth Form and I'm hoping to study Psychology at university.

I've been at Sacred Heart since Year 7 and throughout the years I've been here, I've always wanted to give back to the school that has shaped me into the person I am today. With the opportunity I am getting as being a part of the head girl team, some goals I would like to achieve are highlighting the importance of the student voice and embracing the diversity we have in our school through acknowledging and listening to all members of our community including POCs. If you ever do see me around the school, do come up to me if you have any ideas, concerns or if you just need to talk to someone.

Jerusalem A

Hi, my name is Karis and I am one of the deputy head girls this year. This year I am studying biology, chemistry and English Literature and I hope to study either Biomedical science or Natural sciences at university. As I am an external student I began at Sacred Heart this year and I have really enjoyed being welcomed into the Sacred Heart community. I believe that I can bring in a fresh perspective and help make Sacred Heart a more inclusive place. Furthermore, being at Sacred Heart High this year has enabled me to make new friends, study the subjects I enjoy and develop skills such as leadership and communication. I am looking forward to working with students, staff and the rest of the head girl team this year. Have a great summer!

Karis F.P



My name is Tara and I am one of the Deputy Head Girls at Sacred Heart this year. I am currently studying RE, Psychology and Biology and I hope to study either Philosophy or Theology at University. I have been at Sacred Heart since Year 7 and throughout the years, Sacred Heart has shaped me into the person I am today alongside allowing me to foster incredible relationships with my peers and teachers. Going forward, I would like to use the wide range of skills that I have learnt throughout my time at Sacred Heart to help younger years grow and develop skills that they can use in the future. I will use my experiences over the last 6 years to help those students who are not confident in their ability as I can personally relate to having a lack of confidence and I know what has helped me grow in confidence through my journey at Sacred Heart and I feel strongly about doing the same for other girls like me. I will be a voice for all students and will ensure that all opinions, ideas and concerns are raised with the Head Girl team and members of staff. I look forward to meeting you all soon!

Tara G



Y12 SAFEGUARDING AND WELLBEING DAY

ARTICLE WRITTEN BY: MAYA G

After weeks of exam stress, on Tuesday 6th July all of Year 12 partook in a 'Wellbeing and Safeguarding Day'. We had the opportunity to have sessions led by outside speakers and came back together in our form groups to end the day. The first session was led by Amanda Martin and it is agreed upon, by the entire year group, that this was an extremely insightful and engaging session we all enjoyed. She shared her life experiences with us in a very candid manner and taught us the harsh realities of drug and alcohol abuse, as well as the effects it could have on our lives. The session was very interactive as she gave us the opportunity to ask and answer questions. Martin delivered the session by trying to educate us on both sides of the topic, promoting open conversation which was appreciated, as we were able to learn more and adapt our thoughts instead of being frustrated at someone trying to change them.

***"Amanda Martin was incredibly inspirational and a very good choice of speaker. Her story was moving and it's incredible to see that there are women who can pick themselves up and thrive no matter what their past is."* - Chiara, 12E.**

To end the session Martin asked us all if we had questions - when asked about her past struggles and how hard it was to overcome them, she told us what her life was really like at one point, both the highs and lows, which was admired very much by the whole year group.

***"Having an adult show their imperfections was really honest and insightful. Hearing an adult own up to their past was very empowering"* - Talia, 12H** - which was the general consensus from Year 12. This session set the tone for the rest of the day and everyone walked away from Amanda's session having learnt something new.

After a quick break the next session began. It was led by Mind which is a charity that 'provides advice and support to empower anyone experiencing a mental health problem' and one their representatives, Ella Woodward, came to speak to us about stress, the effects it can have and how to cope with it. Taking a more scientific approach, Woodward explained why people tend to be stressed and how it is heightened in young people by a variety of factors (e.g., social media, peer pressure and university). As a group we explored the positive effects which could be that you feel more motivated to do work, however we concluded that most of the effects are negative as they are both mental and physical. Ella also helped us to identify some signs of stress (e.g., racing heartbeat, short breaths, headaches...) and also suggested ways that people can deal with their stress. This was a very informative session and pupils were able to understand how we become stressed and ways to reduce it.



Earlier in the morning we had seen members of the British Army, making us all apprehensive as we feared they were here to put us through our paces. However, once talking to them we were all at ease. Led by Sergeants and members of the British Army (all from different sectors) we were given a team-building exercise. We split into small groups of 3-5 and were then told the instructions for the communication tower we had to build, they told us how they should be replicas for the towers used out in the field. The specific measurements all had reason, as it ensures messages can travel large distances. ***"It was a good experience and a great opportunity to ask questions."* - Aoife, 12R.**

We were then told we needed to make it a certain height and distance, failure to do so would result in a time penalty. It was so exciting to be working with others in a competition against our peers. Some groups excelled, while others took a little bit longer to get the structure together. Due to the smaller size of the year group, we had some time for a creative competition - all the groups were challenged to come up with an original idea and create it out of the materials given. ***"I found it quite useful to explore different career paths. Overall, it was an informative day and a good break from the rush of school!"* - Holly, 12H.** This was the most interactive session and it was great to be outside all together, even if it was raining!

To end the day, we all gathered back into our form groups to discuss the idea of Cancel Culture. We watched a video and read some articles on experiences people have had and how young people now face the challenge of sharing their opinions because of a new, innate fear of 'getting cancelled'. In small groups we discussed the articles, then broke out into a class discussion where we shared our views. ***"To talk about cancel culture was insightful as it showed the positives and negatives of the topic. It was nice to have an open discussion in the form where we could express our opinions."* - Polly, 12A.** In conclusion, Wellbeing Day was enjoyed by all of us and it was great to spend a day together off-timetable!



#mind



Y12 HIGHER EDUCATION DAY FOR MEDICS/VETS

ARTICLE WRITTEN BY: JERICKA C.V

Some of us have at one point chosen to take on at our desired universities either Medicine, Dentistry or Veterinary Sciences. But in exchange of pursuing one's dreams, there are difficulties we must face in order to arrive at the finish. This includes sitting one or two of required entry exams and interviews. Despite the countless exams we've sat, these exams greatly differ from what we are used to seeing, which comes at quite the shock. However, an opportunity was given to us; a way of filling in the gaps of the bridge to success.

On Wednesday 30th June, a group of us attended the Medic's conference to find out more on the BMAT, UCAT, interviews and guidance with Personal Statements. This workshop has helped us to understand the layout of interviews we could get by giving us practice questions. "I really enjoyed the practice interview questions" says Dianne (12R). In addition to practice interview questions, we were given tips and techniques on answering the various different sections for BMAT and UCAT. Alexandra (12R) also says "The workshop was very helpful and it gave me a good insight of what is required from myself to do the UCAT and BMAT". Finally, to overall comment on the day, Laura (12E) has said "Medic Day was very useful, it helped answer questions I had about the process of applying to Medicine such as how the entrance exams would be structured."

As we came closer to the end of the programme, the skills we have learnt and the knowledge given to us through an enjoyable and applicable event have allowed us to build our four pillars to support our journey and has helped us to hit the ground running in preparation for next year.

UCAS





Y12 FEAST DAY EXPERIENCE

ARTICLE BY: ELIZABETH W

Against all odds, the sun shone on Sacred Heart students last Friday as they made their way from Hammersmith to Holland Park for a day out after the Feast Day service of that morning. The service was contacted remotely, with pupils tuning in from their own classrooms all across the school, whilst a small number resided in the chapel. There, sixth formers and lower school pupils alike were able to make up for the absence of their peers with the incredible music they performed. The mass was enlivened by engaging reading, foreign languages that represent the diversity of our school, and arrangements of hymns sung and played by our own talented Sacred Heart musicians. Despite the novelty and unfamiliarity of conducting mass in this way, where we would usually be enjoying the service in the sunshine on the grass outside, the sense of community and connectedness in coming together was as present as ever.

After the mass the students were able to make their way outside at long last, and were surprised by an awaiting ice cream van parked on the courts - the school's rewards for a year of challenging adjustments to the norm. After the whole school had enjoyed an ice cream, the sixth formers departed for Holland Park, a pleasant walk that ended in the beautiful gardens where they sat down for lunch. Once they had finished picnicking in the shade, students were able to return home for the weekend, already rested after a day of particular joy to the school community. Although the year has been one full of challenges and the usual hectic demands of school life, the day will be remembered as a repose from the end of term chaos of exam results and revision, an opportunity to remember the community we belong to and the values that hold us together.



Y12 JANET ERSKINE STUART PROGRAMME

ARTICLE WRITTEN BY: MRS PORTER

The Janet Erskine Stuart programme met regularly throughout this term despite exams and current pandemic uncertainties. All our speakers were via Zoom – I hope that next term we will be able to have guests with us in person. One highlight was Elizabeth Rowe, from the Ashmolean Museum in Oxford, who talked about the longevity and relational influence of masterpieces, focusing on *Las Meninas*, the famous Velazquez portrait of the Spanish Royal Family at the Prado.

As a group we debated a series of relevant and contemporary issues: whether the growing global influence of billionaire philanthropists like Bill and Melinda Gates and Warren Buffet is always a good thing? The future of work - why hasn't Keynes' prediction that we would all be working a 15-hour week by 2030 come true? Put the gender pay gap, multiple careers, living longer, work/life balance, unconscious bias and interviews into the world of work – how do year 12s see their careers panning out, and what needs to change to provide a level playing field? We had a very engaged discussion about politics and sport - from the 1936 Olympics to taking the knee in 2021. Can sport ever be politically impartial and should it be anyway? Free Speech was the topic of another week – where do we draw the line, if any? What are the dangers of self-policing, 'cancel culture' on social media, and is free speech a sacred human and democratic right?



As Voltaire said: "I disagree with what you say, but I will defend to the death your right to say it". Lots more to discuss in the Autumn Term and speakers lined up to provide depth and breadth for personal statements, to sharpen debating skills and to see the issues we are facing today in a wider, international and historical perspective.

Las Meninas

ACTIVITY CHECKPOINT



Fun Fact

Football was invented in 476 BC in China. It was first called Cuju and was played with two teams who played the match with a ball made from an animal bladder. The aim was to use your feet to get the ball through an opening and into a net and was a form of training for the military.





LUMINA PROGRAMME

If you want to apply to a Russell Group university, you need to apply to Lumina. Lumina is a programme run by Harrow Boys School which helps prospective students engage with their chosen subject as well as get to grips with the Oxbridge application process which can be very daunting at first glance. The first couple of lectures, which were hosted by representatives of Christ's Church College Cambridge and St John's College Oxford, tackled the concerns surrounding personal statements and interviews, helping to 'demystify' many myths that can hinder students from applying. As the week went on, there were opportunities for students to gain a deeper understanding of their chosen subject and 'get a feel' for what it would be like to study that subject in the future. For example, in my case I joined "An Introduction to Egyptian Hieroglyphs Archaeology, Asian & Middle Eastern Studies, Linguistics, Modern Languages" by Dr Alexandre Lotionov from Cambridge University. My favourite part was figuring out the grammar behind the hieroglyphs and attempting to translate it to modern English. Overall, it was truly an excellent experience, one that I would highly recommend as it gives you the chance to put your best foot forward in the application process as well as serving as a super-curricular since it helps enhance your knowledge of your subject by giving further reading materials.

ARTICLE WRITTEN BY: FLORRIE M





UNIQ PROGRAMME

ARTICLE BY : AINHOA R

Luckily, I was given a place at the UNIQ summer school this year. So far, students have attended many seminars regarding help with their university applications. As UNIQ works in partnership with Oxford University, I have been able to expand my understanding on what makes a successful application for a leading university, as a substantial number of the meetings are taken by Professors at the university.

Despite not being able to attend the seminars at Oxford, all the information has been very beneficial. I am most excited for the summer programme as we will meet for 'tutorials' on a chosen subject, establishing my grasp on what university will be like.

ST. PAUL'S PROGRAMME

ARTICLE BY MADDY S

The St. Paul's Oxbridge Partnership Programme is a multi-school group hosted by St. Paul's School to give extra information and help to their own students and those from their partner schools surrounding applications to competitive universities. So far, we have had one session to introduce us to the programme before the more intensive lessons next Autumn. Each student can sign up to a subject where they will receive advice catered to applications to their relevant course, which has been extremely useful. I'm a member of the History group, led by Dr Andrea Ruddick, and we've been working on personal statement writing with specific focus on the wider reading elements. Her advice that we should always be reading something beyond our curriculum within our individual interests led me to research more about 20th century prisoners of war and forgotten women throughout history, information I can now include in my personal statement.

Dr Ruddick's experience as an undergraduate and postgraduate at Cambridge as well as her time as an Admissions Officer at Oxbridge has been very helpful in giving me more information about the History and dual honours courses as well as providing insight into admissions from the perspective of a former tutor, making the process much more manageable.

If you plan on applying to Oxbridge or other competitive unis, the St. Paul's Programme is a real asset which I would highly recommend.





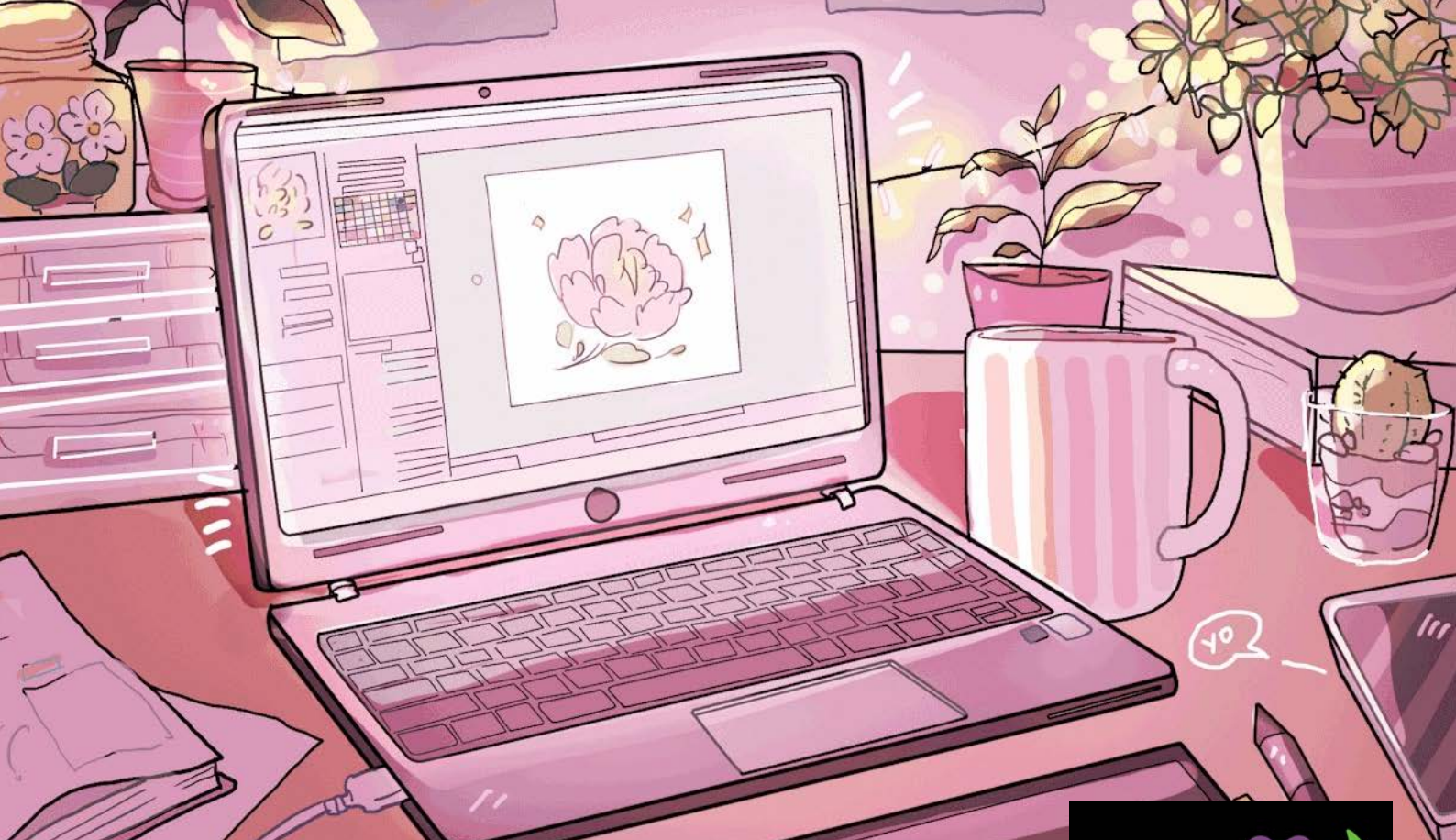
LAW WORK EXPERIENCE

ARTICLE BY : JADA V.W

Having completed part of my virtual law work experience, I can say that law is definitely a career path that I want to pursue. The work experience was hosted by Dan Miller at Young Professionals UK along with The University of Law and the law firm Charles Russell Speechley.

We had a look at the processes of becoming barristers, solicitors, paralegals, etc. This gave an insight into what career best suited us all individually. We also spoke about the skills needed to work within the legal sector such as resilience, hard work and passion.

The programme kept us engaged throughout the whole day by giving us the chance to win prizes like amazon vouchers, an iPad, etc. This ensured that people were fully engaged and participating. I would encourage everyone to take part in some type of work experience, even if it's virtual, because it gives you a real taste of what sectors/professions are like.



MARKETING WORK EXPERIENCE



ARTICLE WRITTEN BY: SABRINA E

My work experience has been such an amazing one for getting a real feel of what the industry really is and how it works which is why I decided to do my work experience, not just because it would look good on my CV but because I'm always hungry for more work outside of my academic schooling. I thought that having some insight at Poppy's Design Studio would be a great place to start.

Throughout the past 3 sessions I've attended, we've explored a variety of different sectors within marketing such as blog writing and creating an awareness day. As well as building different skills like working on our team work, we've also got to make new friends from around Britain, which makes the experience even better as we can learn new things from one another.

It's been such a joy to be working with a team full of experts who not only know what they're doing but are also willing to give their tips and tricks to getting into the industry.

Since marketing is such a broad industry you can get into many paths which is great for those people who aren't quite sure on what they want to do with their future. I've enjoyed my time at these sessions and would definitely recommend them to everyone as it is an interesting subject for all.

EMMAUS UCAS/POST 18 WEEK

ARTICLE BY : CATRINA D



The Emmaus lectures consisted of a variety of subjects and topics catered to different interests. I attended a lecture on climate change and personal statements which were both interactive and informative. The personal statement session consisted of analysis of a personal statement including what to do/ not to do which many people described as useful.

Additionally, the climate change session provided information on physical geography and gave an in-site into further education of physical geography. Despite this it still gave much information concerning the future of climate change relevant to anyone not necessarily geography students. Throughout the week there were many other lectures on topics such as apprenticeships and life at university as well as specifically medical applications. This meant that everyone could find something for them no matter what post 18 pathway they decide to take.



ACTIVITY CHECKPOINT

Discussion point:

"The government was right to reduce its foreign aid budget"

Prior to the decision, the foreign aid budget stood at 0.7% of gross national income (GNI), the amount targeted by the UN. Following the announcement of the proposal, a group of charities wrote to the prime minister urging a rethink, warning that 'history will not judge this nation kindly if the government chooses to [...] destroy the UK's global reputation as a country that steps up to help those most in need'. The plans have been defended by government officials as a necessary decision in light of the seismic impact of the pandemic on the UK economy' and that it has spent 'more than £10 billion this year' on good causes around the world. What do you think about the decision? Do you think the government was justified in redirecting the money in light of the economic crisis caused by the pandemic?



MASTERY MINDSET WORKSHOP



ARTICLE WRITTEN BY: CAOIMHE O

Last week, a group of year 12s took part in a workshop run by Inner Drive, based on the 'mastery mindset'. The 90-minute session focussed on our own personal meaning of success and the seven habits of success, as well as goal setting- both short and long term. We were taught the strategy of setting SMART targets, as well as planning action steps to achieve these.

Everyone who attended found the workshop both helpful and enjoyable, as there were many opportunities for interaction and discussion. One activity was a number experiment, using a chair and four number cards - four of us were given attempts to come up with the quickest method to get the number cards off the chair and back to where we were before the timer began. The only rules were that we had to start touching the opposite wall to where the chair was originally placed and we each had a designated number to pick up. We were able to move the chair directly in front of us from across the room, and turn the number cards over to be visible to us, placing them in order according to how we were standing. The purpose of this was to identify avoidable barriers preventing us from achieving goals, and how to remove them.

Topics of discussion included mindset (growth vs fixed), and its linkage with talent - as a group we identified characteristics of an underachiever to a champion depending on the proportions of these two aspects, along with celebrity examples.

Overall, there were many key lessons to be learnt from this, which will be highly beneficial for the duration of our A level studies in year 13!



WHAT IS THE EPQ?

ARTICLE WRITTEN BY: MR. SCOTT

Twelve Year 12 students have started on their projects for the November 2021 EPQ submission.

The EPQ is either a 5000-word thesis style essay answering a question in an area of interest to a student, or the development of an artefact (such as a performance, a phone App, etc.) in combination with a 1000-word essay about the process of creating the artefact. The topics this year range from the sustainability of fast fashion to the ongoing conflict in Lebanon.

While each student has a staff supervisor, they are only there to provide guidance about the content and advice about the resources being used, completion of the EPQ is an independent research experience that will be unique to each learner. The EPQ can be an important part of a student's UCAS application as many skills valued by universities are demonstrated by completion of the EPQ and it is considered a "level playing field", zero net cost, supra-curricular activity where no student has an advantage or disadvantage because of access to more, or better-quality resources.

Let's wish them all good luck!!

**AQA A Level
Extended Project**



DIVERSITY COMMITTEE UPDATES

ARTICLE WRITTEN BY: MADDY S

The Sixth Form Diversity Committee has been working hard to make Sacred Heart a more welcoming and accepting place and have been making significant steps forward this term. Earlier this year, the Committee organised and presented a Diversity and Inclusion Assembly with the aim to spread information and set a tone of sensitivity and unity moving forward. This coincided with similar assemblies in the younger years who have also been developing projects in their own committees who we hope to work with more next year with (fingers crossed) the end of bubbles. A few weeks ago, the SLT also announced that they would be appointing a Diversity Head to coordinate student voices, act as a middleman between committees and teachers and handle issues of inclusion at school. A few members of the Year 10 and 12 committees were able to write questions for the applicants and take part in a student interview panel with Mrs Doyle to help better inform the SLT's decision.

Next year, the Diversity Committee plans to continue our focus on education and active anti-racism as well as working with the SLT around new projects such as hosting events encouraging inclusivity.

The Committee is open to all and we are very keen to hear any suggestions so please talk to members or come along to meetings if you're interested!





PGL TRIP

ARTICLE BY : CATRINA D



Over the weekend, Year 12 went away to Liddington PGL for an activities weekend with the aim of having fun and also having an opportunity to build stronger relationships and strengthen our bond as a year group.

Over the weekend we completed a range of activities including zip wire, rock climbing, and the giant swing. We were also able to have a campfire on the Saturday night!

It was a great experience which allowed us to spend time with new people and try different activities. Many people enjoyed canoeing as it was very refreshing in the hot weather and a great laugh watching people fall in.

Due to various lockdowns, we were unable to participate in the regular Year 12 activities, such as Go Ape, so this was a long-awaited trip and we look forward to our next year group activity in the new academic year.

“I really enjoyed the trip as I actually made friends with new people and even though I was extremely scared, I did face some fears.”- Maya





PAIGE'S CULTURE COLUMN

ARTICLE WRITTEN BY: PAIGE O.N

Hi everyone!

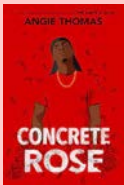
You have reached the culture column where the goal is to broaden your horizons, learn from another perspective and most importantly enrich yourself a little more.

There is a different story in every book, poem or song. Regardless of medium it's imperative to acknowledge the voices of every person from every background.

With that said I'd love to share some of these voices.

Black voices in fiction

- Concrete Rose by Angie Thomas
- Punching the Air by Ibi Zoboi & Yusef Salaam
- Kingdom of Souls By Rena Barron
- The Girl with the Louding Voice By Abi Daré



LGBTQ+ voices in fiction

- Oranges Are Not The Only Fruit By Jeanette Winterson
- Stone Butch Blues By Leslie Feinberg
- In At The Deep End By Kate Davies
- What Is Not Yours Is Not Yours By Helen Oyeyemi



Asian voices in fiction

- American Panda By Gloria Chao
- Love From A To Z By S.K. Ali
- The Astonishing Color Of After By Emily X.R. Pan
- We Are Not Free By Traci Chee



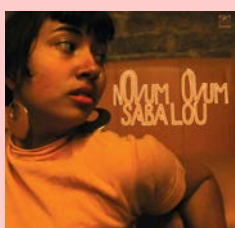
Music by Black Artists

- Take Time (album) By GIVÉON
- Introspection (EP) By Umi
- Seat At The Table (album) By Solange



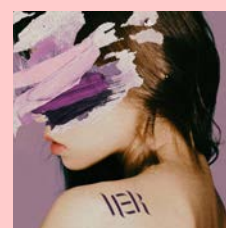
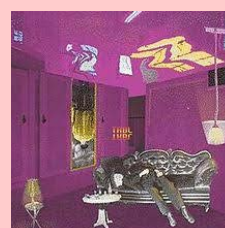
Music by LGBTQ+ Artists

- Novum Ovum (album) by Saba Lou
- Manic (album) by Halsey
- IGOR (album) by Tyler, The Creator



Music by Asian Artists

- 130 Mood:TRBL (EP) by DEAN
- Her (EP) by DPR LIVE
- Patched up (EP) by Beabadoobee





B J L W Z S S R L P F U C H S I A B R U
 P Y Q S L K J E A V K M A C L G U F E L
 I G G J W Q R W D C A V A U G T B O U W
 U A G C O U M O Y I W U M N T B P C C A
 D Z S Y K U A L B I U N H E G J X C E T
 A B A W P D E F I U W G R H K O K X B E
 N S N T W U R N R D L F A A R I S X R R
 D Y D P V P C U D I L W V M Z S W X A M
 E A C N W Y E S D Y F N W N G L I Q B E
 L G A S T R C R Y C T V T B J A M C D L
 I Y S H G N I E E S T H G I S V M I W O
 O E T W U W B R Z V I B B H Y E I N A N
 N H L X I Q C R J J U A C S L N N C A G
 T M E Q H G J X S M R A D F F D G I W L
 C A M B Q E B I B F E N V N N E U P N J
 P I K C J B T L X B B T X W O R L M Q K
 I M K A N K E I L O O P Y P G I A I R G
 U A S M K B J C S L U S G A A H P C N B
 P Z I E E D J I O N Z M V U R C N N C O
 K P C E H D B Z Z S X E M Y D R Z U W Y

BARBECUE
 BEACH
 BUMBLEBEE
 BUTTERFLY
 DAISY
 DANDELION
 DRAGONFLY
 FUCHSIA
 GUAVA
 ICECREAM
 LADYBIRD
 LAVENDER
 MANGO
 PICNIC
 POOL
 SANDCASTLE
 SIGHTSEEING
 SUNFLOWER
 SWIMMING
 WATERMELON

- What is the date of the summer solstice in the Northern Hemisphere this year?
 - 20th July
 - 21st June
 - 19th May
 - 22nd August
- Which of these is not a summer zodiac sign?
 - Cancer
 - Leo
 - Virgo
 - Libra
- The month of July was named after which historical figure?
 - Julius Caesar
 - James I
 - Joan of Arc
 - Julian of Norwich
- In which city is the summer 2024 Olympics going to be held?
 - Tokyo
 - Beijing
 - Paris
 - Los Angeles
- Which song spent three weeks at number one on the Billboard Hot 100 chart in the summer of 1985?
 - 'Shout' by Tears For Fears
 - 'Here Comes The Sun' by The Beatles
 - 'Don't let the sun go down on me' by Elton John
 - 'Raspberry Beret' by Prince And The New Power Generation

Answers: 1. B (21st June) 2. D (Libra) 3. A (Julius Caesar) 4. C (Paris) 5. A ('Shout' by Tears For Fears)



LAYERED LIME CHEESECAKE

<https://www.bbcgoodfood.com/recipes/layered-lime-cheesecake>

Prep:30 mins

Cook:10 mins

Plus overnight chilling

Serves 16

Ingredients

250g ginger nut biscuits
125g unsalted butter, melted
600g cream cheese
100g icing sugar
3 limes, zested (save the juice to use in the glaze)
300ml double cream, whipped to soft peaks

For the glaze

4 gelatine leaves
100g caster sugar
6 limes, juiced and pared, and zest of 3 to
6 limes, zest pared off on 3 with a peeler
and all juiced

Method

STEP 1

Whizz the biscuits to crumbs in a food processor, or tip into a food bag and crush with a rolling pin. Mix with the melted butter, then press into the base of a 20cm springform cake tin. Chill in the fridge until needed.



STEP 2

Put the cream cheese, icing sugar and lime zest in a bowl, then beat with an electric mixer until smooth. Tip in the double cream and continue beating until completely combined. Spoon the cream mixture onto the biscuit base, working from the edges inwards and making sure that there are no air bubbles. Smooth the top of the cheesecake down with the back of a dessert spoon. Leave to set in the fridge while you make the glaze.

STEP 3

Soak the gelatine leaves in cold water. Tip the other ingredients for the glaze into a saucepan with 200ml water. Cook gently until the sugar has dissolved and the syrup is simmering. Drain and squeeze the gelatine of any excess water, then stir into the hot syrup to dissolve. Leave everything to infuse until just warm, then sieve the syrup into a jug. When cooled, pour over the cheesecake and put in the fridge overnight to set. Carefully remove the cake from tin before serving.



