



ISSUE 83

NEWSLETTER

DECEMBER 2020

www.sghs.org.uk



A Word from our Head of Academy



Dear all,

As I was preparing to write this introduction to the winter newsletter, I had a look back at December 2019 edition. I doubt any of us would have thought at that time the incredible disruption to our lives that we have experienced during 2020 was possible.

However, as we reflect on the last term and the last year I am so proud of the way that we have met all those challenges as a school community. This week we have had our celebration gatherings for each group. This has been a great opportunity to showcase all the amazing work, successes and wider contributions the students have managed despite the difficult circumstances.

As you read through this edition of the newsletter you can see many examples of the incredible ways our students continue to work together, for each other and the wider community. There is also an update from Friends of SGHS on their fundraising activities which have been pivotal in supporting the Hardship Fund which has helped many of our students and families over the recent months.

I hope you all have a safe, peaceful and enjoyable Christmas and New Year and thank you for your continuing support of SGHS.

Best wishes,

Mr M Turner
Head of Academy

Kajal Odedra - Activism for Everyone

This term the sixth formers had the chance to speak to activist Kajal Odedra. She is the Executive Director of Change.org and author of *Do Something: Activism for Everyone*.

She told us that her interest in activism sparked in childhood when she began to feel ostracised growing up as a minority in England. Her parents both immigrated to the UK due to the need for workforce from colonial countries through Windrush. They faced a hostile reception from Brits and throughout her childhood, Kajal felt as if she could not get her voice heard ultimately leading to believing she wasn't good enough. As she grew older she understood the need for all voices to be heard and began her activism work with youth and the homeless; eventually leading her to working for Change.org.

She has enabled the platform to grow to over 200 million users worldwide making it the biggest petition platform with 1/3 of the UK population having used it. The petitions range from issues in local communities to much larger scale petitions that incite global change such as petitions created for the BLM movement. One particular petition Kajal recalled was set up by Lucy, a young activist fighting against battery hen farming. Her petition that directly called out Tesco was able to get them and other large supermarkets like Morrisons to pledge to stop selling eggs of battery hens by 2025.

Kajal shared her best tips for campaigning with us including the need to make your campaign specific, as Lucy did, to a company or organisation. This will allow you to tackle each challenge directly to ensure you are able to see serious change. She also discussed the need to be personal and persistent with campaigning and the best tools to start. "Passion and will can't be learned but strategy can", were her words as she talked upon the need to plan out your campaign effectively by asking questions like: who is the decision maker I want to target? Who influences their decisions? She believes writing to your MP is always a good start but more importantly in the 21st century we must make use of the easiest tool available: social media. These platforms will enable you to reach a wider audience and hopefully gain traction to your campaign.

A petition Kajal told us to look out for is the ongoing campaign for free period products in England. Seeing Scotland make great progress as pioneers in this movement has spurred more action here and Kajal is keen to get involved. I believe many of us would benefit from seeing success in this campaign and you can find more information on the Change.org website and on her social media platforms.

Laiba Khan
Year 13



(Above) Kajal's book 'Do Something: Activism for Everyone'

Christmas Card Competition

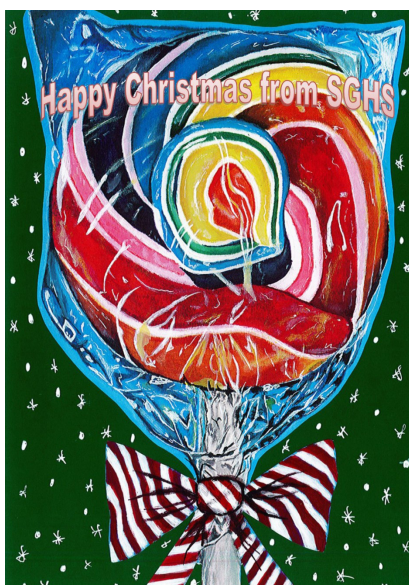
A big well done to all the students who entered the school christmas card competition, there were lots of superb entries, which meant the judging was very difficult!

We have three winners, who each received a £25 voucher for the Skipton Art Shop.

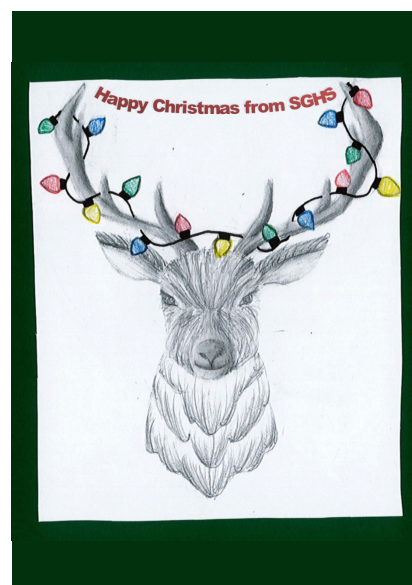
The cards were also entered into the [Hub4 Christmas card competition](#) with Clemmie Swiffen winning the overall competition and Tia Eyles and Caitlin Booth both runners up.



Clemmie Swiffen - Year 10



Tia Eyles - Year 12



Caitlin Booth - Year 8

Virtual Art Exhibition

We were very sad not to be able to showcase the amazing talent of our Art and Photography students this year. We have put a video together which shows a snapshot of what they produced. We hope you enjoy it.

Well done Year 13 and Year 11 you were BRAVE!

Video Link:

<https://youtu.be/eOXA5Qz-T1c>



Year 11 Art
Virtual Art Exhibition

Click to Watch



What is Bullying?

Bullying is a very prevalent, complex and potentially damaging form of violence among children and adults. Bullying may manifest itself in many forms. It can be physical, verbal, cyber and social. Although bullying is more common in schools, it can occur everywhere. It often occurs in unconstructed areas such as playgrounds, cafeterias, hallways and buses. A bullying interaction occurs not only because of individual characteristics of a particular child who is bullying, but also because of actions and attitudes of peers, teachers and school staff, and physical characteristics of that particular environment.

Despite there are many causes of bullying, certain risk factors may attract bullies to their victims:

- Children who are different from their peers.
- Children who are weaker.
- Children who are socially isolated, less popular and have few friends.
- May have underlining feeling of personal inadequacy.
- According to the National Centre for Educational Statistics (2013), 1 in 3 children (27.8%) report being bullied during the school year.
- To stop bullying, remember prevention is the best intervention:
- Assist child and family in providing a supportive environment.
- Work with school and other agencies as applicable to protect the victim.



What is odd socks day?

Odd Socks Day is the first day of anti-bullying week, where both adults and children are encouraged to wear odd socks to school or work to raise awareness of bullying. Although the Anti-Bullying Alliance, the charity who invented the day, does suggest a £1 donation from all those who take part, it's not essential.

The goal was to inform schools and settings, children and young people, parents and carers to know that it takes a collective responsibility to stop bullying. We wanted to create empowering, positive messages addressing the fact that when it comes to bullying **CHANGE STARTS WITH US!**

Why was it so important to create a gathering?

The main specific reason 7J created a gathering was to spread the essential awareness and how to prevent it. Bullying has been an exceeding problem within the past few years. This topic needs to be mentioned more as it is one of the main problems going round.

Suhana Manzoor
7J

Sixth Form Societies and Clubs

This year we have worked hard to ensure that Sixth Form students have been given the chance to take part in discussion groups. The meetings have taken place over Microsoft Teams and apart from a few internet issues, they have run smoothly with some thought-provoking discussions. The communication skills of listening and being able to articulate yourself despite differences in opinion are extremely useful skills that can be transferred into interviews and many other situations. The clubs also provide opportunities to lead a presentation on topics, as well as chances to extend learning outside of the classroom. This is especially important for students that are applying to universities, as many clubs are examples of super-curricular activities. Below are the clubs with a taste of what topics we have been discussing. A big thank you to those who have led the clubs! I have learnt so much already and I am looking forward to the debates the New Year brings!

Tilly Dixon
Deputy Head Girl



Politics & History Society

In Politics and History Society, we discuss both political and historical events whilst arguing our judgement and articulating our argument and evidence. We have discussed the government's response to COVID-19, the American Revolution and the development of the two party system in America, and we have compared it to the French revolutions.

Some of our key contributors are Cadence Sessions, Dorian Fowler, Evie Craig, Isabelle Mitchell and Laura Goodchild.

Tilly Dixon

Minority Matters

Minority matters is a group that discusses different social/ political issues and reflects on our school and practices. It is open to everyone and you don't have to consider yourself a minority to join. We are trying to plan some more inclusive events.

The meetings are good opportunities to learn about other people's perspectives, improve your communication skills and confidence, and lead discussions on topics you care about! Recently we have talked about Britain's statues, autism from a student's perspective, and blackfishing. We have some exciting topics coming up like modern day slavery, colourism, and different attitudes towards homosexuality.

Zaynab Hussain

Debate Club

In Debate Club we encourage students to form an opinion on a theme and back their judgement up with evidence. It is a great opportunity to learn about new things and enhance communication skills. Some examples of topics we have debated are the US Election, the use of the death penalty, the use of guns in America, whether people are born criminals or if it's their environment, and the removal of statues.

Lauren Williamson



Ethics Club

Ethics Club is a group aimed at aspiring doctors and dentists in Year 12 and 13 to discuss ethics in a medical context. We're a new group, so we've only had a few meetings, but so far we've already managed to cover issues like breaking bad news, the pillars of medical ethics, euthanasia, and a teenager's right to autonomy. We have around 25 members, all of which actively participate in meetings and always have great points to make.

We meet once every two weeks at 18:30 on Teams. You don't have to be planning on going into medicine or dentistry to join - if you want to see how doctors make decisions that impact your life, this is the place for you!

Jenna-Mae Wilson

Feminist Society

This year there is a Sixth Form Feminist Society that meets every other Wednesday to discuss various issues and topics surrounding the feminist movement. There is an opportunity for everyone to give a presentation on something they feel passionate. Some topics we've had are the attitudes to abortion with disability, victim blaming in rape and sexual assault, and **#GirlBoss** Feminism. Due to the older audience, we are able to discuss more controversial, thought-provoking ideas that lead to the expression of a variety of opinions. Feminist Society is a safe space for everyone to share their thoughts so we can all grow and develop our own opinions!

Isabelle Mitchell



Sustainable Travel Calendar Competition

We are delighted to announce that the designs of four of our students; Emma Charlton, Scarlett Smith, Emily Wood and Adelie Tuck, for the North Yorkshire County Council sustainable travel team calendar competition, have been chosen to be printed in their calendar. Their work is also being printed and framed to go up on the walls in County Hall.

The students have also won a £25 shopping voucher and a copy of the calendar. School will also receive a copy of the calendar once printed.

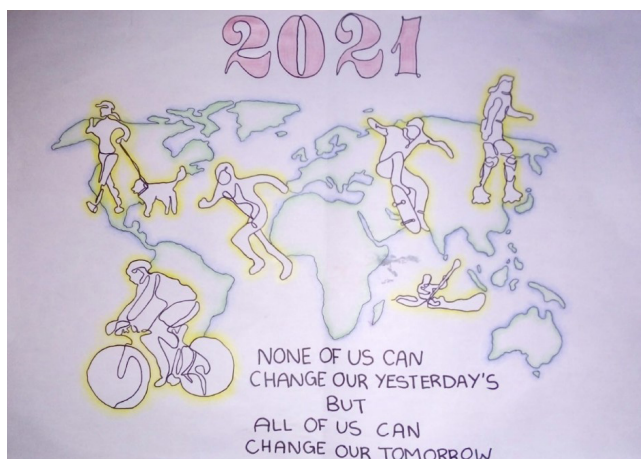
Fantastic!



Emily Wood - Year 12



Adelie Tuck - Year 7



Emma Charlton - Year 10



Scarlett Smith - Year 10



UCAS

This has been a vital and sometimes stressful term for our Year 13 students who have applied to university (and probably for their parents too). We began work on this process in June of Year 12, and the support continues until the students receive their exam results in the August of Year 13.

We have set a number of deadlines to assist the students in this process to ensure that they get the best possible chance of receiving offers. Our internal UCAS school deadlines were set for the end of September for Oxbridge, Medics, Vets and Dentists and for all other courses the end of the Autumn Term. The reason for this is to ensure that our students applications are all in to UCAS and the students' chosen universities before Christmas, to give our students the best possible opportunity to have their applications given the full attention of universities. To put this into context - approximately 250,000 applications are submitted before Christmas and over 500,000 between Christmas and the 15th January final UCAS deadline, so whilst all students should be given fair consideration if their application is in by the UCAS deadline, Admissions Tutors will have more time to assess their application before Christmas. Over 110 applications have been sent to UCAS in total from Year 13 at the time of writing, each one has been rigorously checked, which is extremely time consuming, but which ensures that students maximise their chances of a successful application to their university of choice.

We are delighted that so many of our students have already secured offers from university choices. Once offers are made they cannot be retracted by universities so we strongly advise students to take their time considering which will eventually be their Firm choice and which will be their Insurance choice. Firm and Insurance choices do not need to be made until the 10th June 2021, so we recommend that students make their choices in March/April when they have had time to review how they are progressing in their subjects and potentially attend visit days and further open days.

The Sixth Form Team

UCAS

Oxbridge, Medics, Vets and Dentists - Mock Interviews

For many students in our Sixth form, applications for Oxbridge, Medicine, Veterinary Science and Dentistry are a realistic course of action. To help support these students Oxbridge, Medics, Dentists and Vets candidates have regular meetings throughout Year 13 with a dedicated member of staff who guides them through the application process. We encourage Oxbridge candidates and all those applying to very competitive university courses to take an active interest in developing their knowledge and passion for their chosen subject area and extension sessions can be provided in all departments if required.

To help support SGHS students in this highly competitive process all Year 13 students applying for Oxbridge, Medicine, Dentistry and Veterinary Science participated in an interview preparation day which consisted of students taking part in mock interviews tailored specifically for their choice of university course.



Key Stage 3 & 4 Student Executive



student executive
key stage 3/4

The Key Stage 3 and 4 Student Executive has been selected for this year from an impressive 68 applications! We are all super excited to be working with each other and the rest of SGHS within our new roles!

The Key Stage 3 and 4 Student Executive is made up of 28 students from years 7-11. We are now having weekly meetings on Wednesdays after school. Moreover, we all have badges so that you can easily identify us!

We would say that our main role is to represent the rest of the student body and our main aim is to create a happy school atmosphere. Importantly, we would love to bring everyone together in these uncertain times. In addition, to help us achieve this aim, we are now working on ways to further establish ourselves within school. For example, we have designed our own logo and we are currently developing our own Firefly page.

As a team, we have many roles within the school community. For instance, we are a focus group for teachers, clubs and students. This means we can

ensure that the younger student voice is considered when school decisions are made. As Student Executive members, we not only have the opportunity to aid others, but we also can develop our own skills, such as our skills in organisation, web design, writing, public speaking and teamwork- to name just a few!

Furthermore, we are currently formulating our own ideas for events and schemes. For example, we are planning activities for Form Time, a mentoring scheme and events to raise school morale. This term, we are running some fun events such as a Christmas quiz and a virtual Christmas tree. For the latter, every form has the opportunity to decorate their own bauble with an inspirational message or a hilarious joke! We are certainly looking forward to organising more events and schemes for next term. We cannot wait for everyone to enjoy what we have been planning!

Key Stage 3 & 4 Student Executive Team

Key Stage 5 Student Executive

This year sixth form students have had the opportunity to join the KS5 Student Executive, and we have been working towards making some changes that will benefit sixth formers specifically. Due to the limitations brought on by the global pandemic, we have been focusing on making some improvements to the sixth form centre, Westbank, to make it a more productive and enjoyable space for KS5 students to spend their study periods. We have recently sent out a survey to year 11, 12 and 13 students to find out what changes they would like to see most, and we have had nearly 100 responses! Our next steps will be to begin fundraising for these changes and start making the improvements students want to see in Westbank. We have also planned a Christmas Jumper Day for sixth form students to raise some money to support local charities, and we have been planning some pastoral and wellbeing activities with Mrs Uren and Laiba, the Deputy Head Girl in charge of Pastoral activities, for all students to be able to get involved in.

Key Stage 5 Student Executive Team

YOUR NEW SPORTS AMBASSADORS



SPORT AMBASSADOR PRESIDENT

Gabs Whitfield (Bronté)

SPORT AMBASSADOR VICE PRESIDENT

Katie Geldart (Johnson)

The 38 Sports Ambassadors, from Y7 to Y13 have been selected based on their personal leadership qualities and interest and love for sport and PE. They will be helping to organise events throughout the year and aim to raise the profile of PE and sport within school. Their first event is going to be organising a virtual Santa Dash, which will take place in December.

YEAR	SPORT AMBASSADOR CAPTAIN	SPORTS AMBASSADORS
Y7	Georgia Walton (Johnson)	Eva Howard Birt (B) Thea Lonthron (C) Isla Hartley (C) Lily Shea (C) Chloe Miller (C) Izzy W (F) Ciara O'Carrol (F) Grace Curtis (F) Suhanna M (J) Evie G (J) Ruby C (J) Robyn H (J) Orla Clossick (C)
Y8	Fran Whitfield (Franklin)	Emily Anderson (B) Poppy Newton (F) Zoya S (J)
Y9	Farah A J (Bronte)	
Y10	Leah Saunders (Curie)	Lillia Harris (C) Kate Boumphrey (C) Lily Pratt (F) Lily Wilkinson (J)
Y11	Scarlett Guise (Johnson)	Sophie Butterworth (J) Caitlin Bowden (C) Lucia Whitfield (C)
Y12	Imogen Tomlinson (Bronte)	Alice Jones (J) Amara Rachid (B) Izzy Pickard (C) Megan Lewis (F)
Y13	Maisie Richardson (Franklin)	Evie Craig (C) Zoe Hill (J)

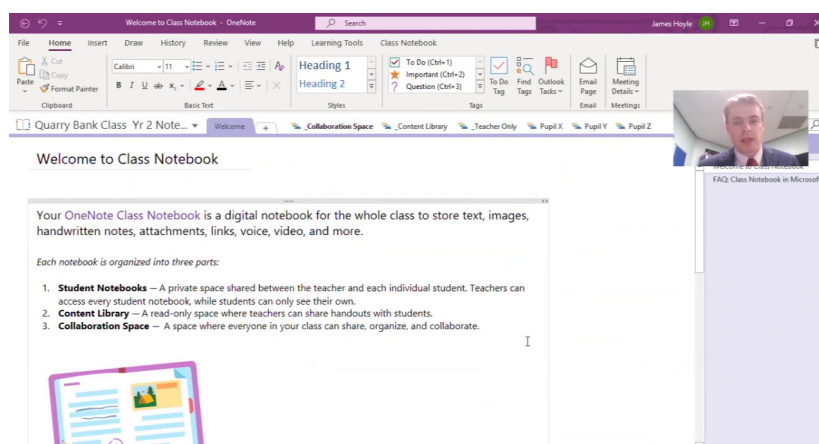
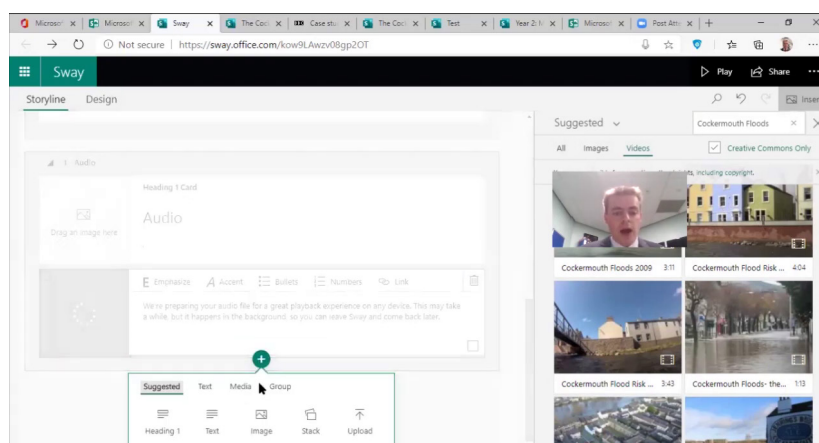
EdTech Demonstrator Project Work Continues

Over the last half-term our work as an EdTech Demonstrator School has been continuing. We have helped to support primary and secondary schools across the region and nationally to develop their use of technology for teaching and learning. A lot of this work has obviously been focussed on effective remote learning and how to make the most of digital learning platforms, but we have also been supporting schools with safeguarding issues, long term digital strategy as well as providing training via webinars, group support and one to one training. We have focussed on how to make engaging online content and adapting working practices to make remote learning suitable for particular key stages.

Hundreds of teachers have benefited from our work as an EdTech Demonstrator School and the work of others has also fed into our own practices helping us to continue to refine and improve how we help students at this time to continue to progress with their learning.

If you work in education and would be interested in finding out more about the support we can offer or know a school you think might benefit from our expertise and knowledge do encourage them to contact our EdTech Demo Lead Mr Hoyle for more details about the help we can offer hoylej@sghs.org.uk.

James Hoyle
Assistant Headteacher



(Above) Shots from a couple of our recent webinars, 'Microsoft OneNote' and 'Practical Advice for Using MS Sway for Remote and Blended Learning'

Subscribe to our YouTube page



SGHS Femsoc

This half term in FemSoc, students have been discussing and critiquing: the handling of the Yorkshire Ripper case and the reporting surrounding the death of Peter Sutcliffe, the conflicting views and opinions surrounding the new Maggi Hambling statue for Mary Wollstonecraft and the 50th anniversary of the flour-bombing of the 1970 Miss World pageant. As always, students from every year group are encouraged to join in the online debates. SGHS FemSoc is: inclusive, interactive, intersectional and thought provoking. Please email silverd@sghs.org.uk or contact Lizzie Ferguson in Year 12 if you would like to get involved!

This half term, FemSoc students in Year 12 also worked together as a year group to create a 'Period Pixie' charity collection to help combat period poverty stemming from lockdown.



Student Comments

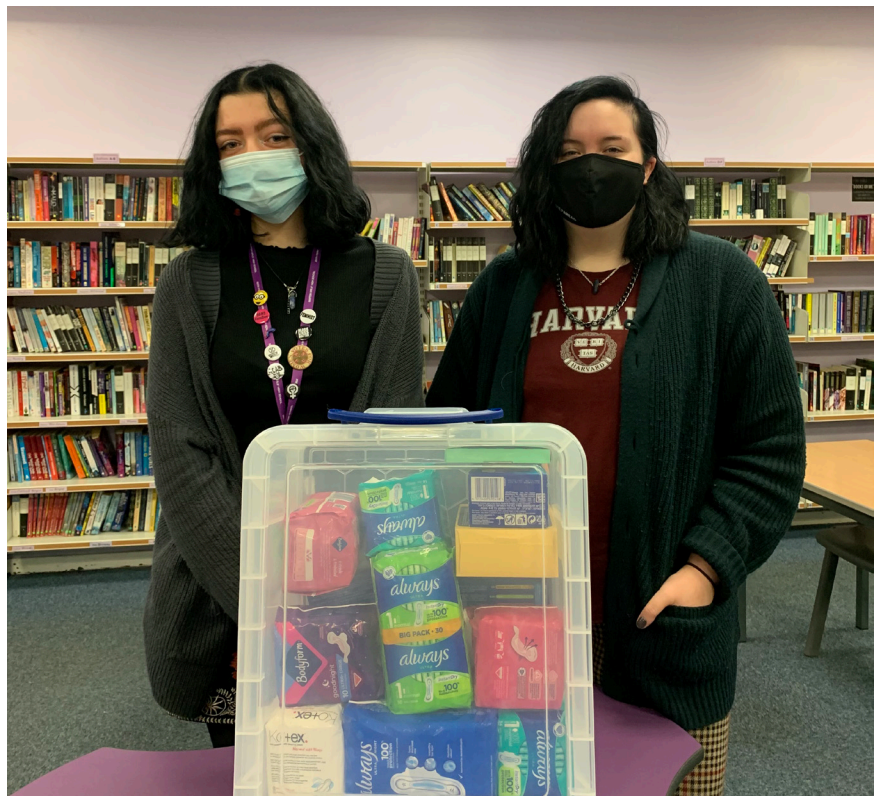
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As you may or may not know, over lockdown period poverty in Britain reached new highs. A study by Plan International UK covering the experiences of girls in Britain showed that three in ten UK girls struggled to afford or access sanitary products over lockdown. Over half of these girls (54%) ended up using toilet paper as an alternative. These statistics put into perspective how much of an issue this really is - so us at SGHS FemSoc decided to do something to combat it. We held a 'Period Pixie Drive', collecting feminine hygiene products to donate to a local charity battling period poverty. The charity is called Freedom4Girls UK and more information can be found on their website:

www.freedom4girls.co.uk

- Lizzie Ferguson - Year 12

”



#teampoetlaureate

This year, the English Department held an inaugural competition to find a group of students to become Poet Laureates within the school. We were inundated with wonderful entries from all year groups on the theme of 'The New Normal' and choosing the final eight for the team was incredibly hard.

Having read the poems, discussed the entries and taken feedback from members of staff in other departments, we are thrilled to inform you of the students who make up the first ever SGHS #teampoetlaureate.

Our poets have already been very busy with their first commission: 'A Review of 2020'. Their poems were outstanding and Isabelle and Sahar edited their poems together with news footage from the year to create astonishingly brave, bold and brilliant pieces of art.

Congratulations to:

Isabelle Mitchell - Poet Laureate Leader - Year 12

Sahar Shahzad - Poet Laureate Leader - Year 10

Rosa Birks - Year 10

Sai Chinmayee Naresh Kumaar - Year 9

Emilia Simons-Gray - Year 9

Holly McBeth - Year 8

Hafsa Abdus-Sami - Year 8

Adelie Tuck - Year 7



Dear Diary, Help

By Isabelle Mitchell

January

1st

*I've set myself a task,
a 'New year's resolution',
I'm keeping track of each day,
a diary to look back on,
in decades to come.
I can hear the voice at the back of my mind
"You won't keep up with it,
you'll get bored and stop within a week",
but I know what to expect for the next twelve months
This year is going to be 'like a movie',
2020, when everything changes,
for the better.
The best time of our lives.*


31st

*Guess what? I'm still here!
that negative voice in my mind was wrong
Honestly, I'm surprised that I haven't given up
yet
I always do with this sort of thing,
maybe it's because I have such a good feeling about
this year.
But it was odd, the way I woke up this morning,
like my dream was poking me in the chest.
It was more of a nightmare actually,
one where the world was covered in
a crimson flame,
and footprints were left in the mud by troops
marching out to war
again,
the sound of gunshots echoed in my ears,
with the desperate screams of school children,
crying for help,
and the separation of countries,
'Britain exits the stage'.
But I am safe,
in my rose-tinted bubble,
where bad things won't happen to me
they're just stories to read in a newspaper,
never to be lived in.
I'm not anxious.*

February

*Okay, maybe I am
But only a little, there's nothing to worry about,*





*Not really,
there's just been an arrival of
some unexpected company.
It began across the sea
Where it couldn't reach us.
Turns out a virus can swim, did you know that?
We thought we'd let it in only once,
Of course we were wrong,
because it multiplied.
So people died.
It's no big deal though,
I shouldn't waste time,
worrying.
I have better things to do.
I'm not being selfish,
just focusing on important stuff,
like school and work and exams, you know
what actually matters.
So my bubble is intact,
nothing can seep in to distract me,
at least not yet.*

March

*I'm a liar.
I know anxiety, we're very well acquainted now.
Turns out the voice in my mind was right all along,
'Don't be so naïve, the worst is yet to come',
and the worst has come,
I know it can't be worse than this.
Schools are closed,
exams are cancelled,
the year has ended early.
Now all I see when I think of the future is
a blank page
white space absorbing my mind,
it happened so fast,
all in a week, it seems,
years of work for
nothing.
My bubble has burst,
This year was supposed to be life changing,
'Like a movie'.
Less of a rom-com, more of a horror.*

April

*'Disconnected'.
That's the only word that comes to mind when I think of
how I feel.
I've been hiding from the outside world,
trapped with a monster for
days, weeks, months on end,
a monster that hangs over my head
like a raincloud.
It claws at my insides, tying knots in my stomach*



*I wish it would go away,
but I don't mind the company.
I can't accept that we are powerless under the rule of
the government, the 'almighty',
reduced to robots, programmed to follow the rules
they set and break as they please.
So I have immersed myself,
become engulfed in fiction,
attempting to escape reality,
I keep wishing for the return of some normality,
but what is that?
There is a 'New Normal' now.
I feel drained.*


May

*Okay, answer me this,
why did he have to die?
Because I can't see a reason,
there isn't one
and yet it still happened.
You made it happen.
Orange man in a white house,
Blue man on a black neck,
George Floyd died
Fighting,
Struggling,
Pleading,
Black Lives Matter,
do you not understand?
No, really, you must not hear us,
you people with the power are deaf and blind
to our cries for freedom
for justice
for peace
without the fear of a blue shirt.
Has the world really come to this?
One big protest for the right
To exist?*

June

*I've been staring at a talking box
all week,
A fuzzy screen feeding me information
So I don't forget.
So we remember the Black lives
And block out those lies
That say the riots should die
Maybe they should've thought of that before
they muffled our cries,
"I can't breathe", he said,
And where was your heart?
Not in your chest but in your gun,
pulling the trigger
to trigger a battle.*





*We are peaceful,
silent and sure
but I'm still caged, stuck, I must stand up
for justice when I cannot join the fight outside,
so I turn to words instead.
They hold the power
I wish to exude.
We spread the word, the stories of those we cannot forget
Breonna, Elijah, Rayshard, Tamir
So many more, all innocent
Don't they teach cops to think before they shoot
Don't shoot don't shoot just hear them out
Before you take another life, it's not a sport
It's your job to protect, not attack.
It's ironic, being shut up from the world has made me
open my eyes to the bigger picture,
too wrapped up in my insignificant problems to see the cracks in humanity.
We are broken,
and shattering more by the day.*

July

*It seems like things are looking up now,
change is coming, finally.
Restrictions alleviated, lockdown is eased
but I still feel a
disconnection
from the real world.
And I'm nervous.
You can be a fearless warrior in the four walls of a bedroom,
but outside I shrivel up, just a faceless robot
programmed to follow the rules.*

August

*This is summer 2020.
What? Were you expecting concerts and partying?
Holidays and sunbathing?
Or masks and sheltering?
Somewhere, in an alternate universe, I am
hugging my best friend.
She's a distant blur now, a long way from me.
So long, this summer,
it drags with the weight of universal boredom,
we distract ourselves from the truth by
pretending it's not real.
People have stopped listening to those who
programmed us
rules are being broken,
and the rules don't make sense,
we eat out but does it really help out?
I'm living in a messed up dream
and I can't wake up*

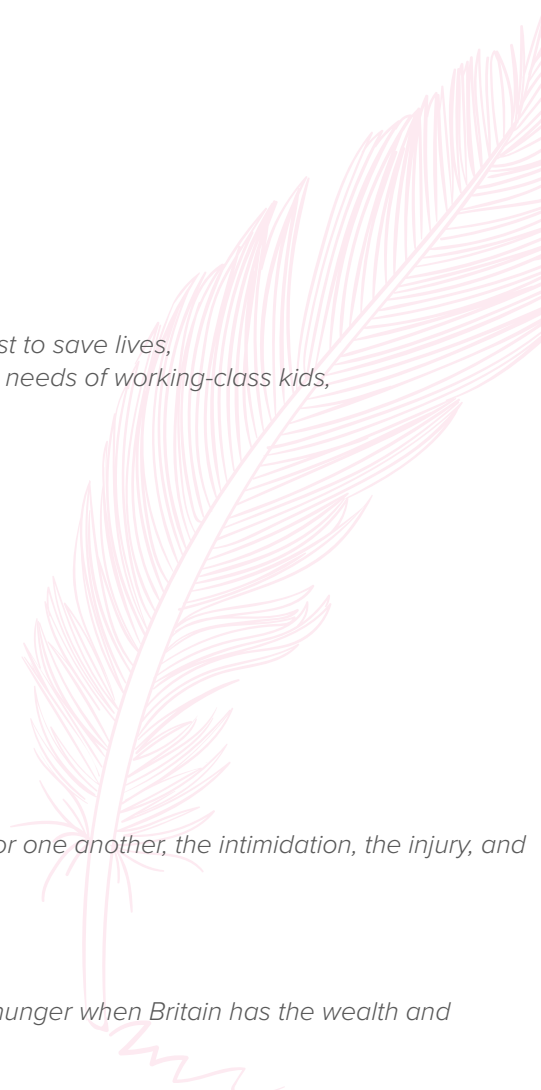


Fire: A Review of 2020

By Sahar Shahzad

And then all I felt was fire.
Fire like fear, like pain,
Fire like panic and impatience,
Fire like feeling trapped,
Fire like fuelling off caffeine,
Like bulk buying toilet paper,
Like my screen time is 14 hours,
Fire like juxtaposition but with people,
Fire like extroverts in quiet rooms,
Fire like white people pronouncing your name wrong,
Fire like I have lost passion for the things I used to love,
Fire like I often lose the keys to my smile,
like when we try to fight our problems but some-how they consume us,
Fire like I feel like I'm constantly playing the floor is lava,
Fire like Brits in 20-degree weather, like a heatwave without the pool parties,
Fire like flying when brown, except we can't fly anymore,
Fire like in your warmth, I forget how cold it can be,
Fire like sharp stares,
Fire like nightmares,
Fire like anticipation,
Fire like forest fires,
Fire like corruption,
Fire like deforestation,
Like increasing suicide rates,
Fire like anti-maskers,
Fire like a coronavirus ward,
Like our exhausted NHS workers on the frontlines doing their best to save lives,
Like caring more about the profits of private companies than the needs of working-class kids,
Like immigrants voting for Trump,
8 seconds

Fire like tear gas,
Fire like choking, like intoxication,
Fire like blood, deep red,
Fire like the air is on fire.
Fire like I can't breathe,
Fire like being black in America,
Like George Floyd,
Like Breonna Taylor,
Like Ahmaud Arbery,
Like looting and the destruction,
Fire like I am tired of the anger we have for the anger we have for one another, the intimidation, the injury, and the judgement,
Fire like the Amazon rainforest,
Fire like California's wildfires,
Like extinct is forever,
Fire like our government voting to plunge a million children into hunger when Britain has the wealth and resources to ensure that no child goes to sleep hungry,
Like if All men are equal, what gives you the right to play God?

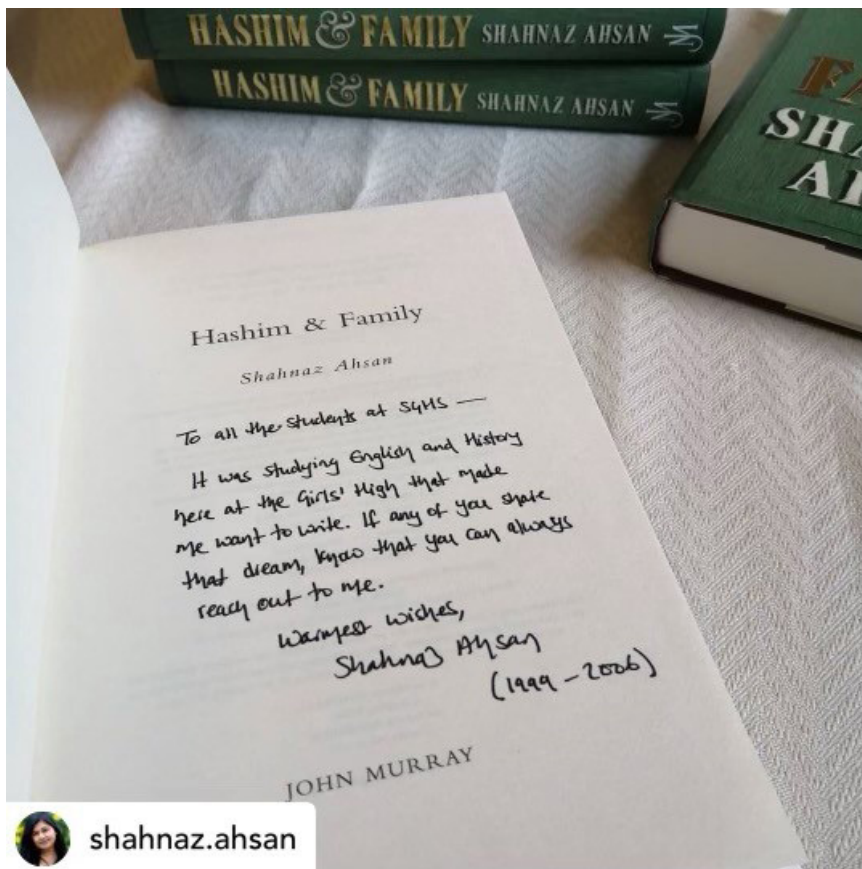


So for family of George Floyd,
For the family of Breonna Taylor,
For the family of Ahmaud Arbery,
For rape victims,
For victims of bullying,
For the parents struggling to feed their children this Christmas,

Know that, you are not just a mere statistic,
Your voice will be heard,
We will learn and we will grow,
And together,
Together, we can find a way to escape this fire.

‘Hashim & Family’ by Shahnaz Ahsan – SGHS former student!

Former English and History A Level student, Shahnaz Ahsan, has written the most wonderful debut novel ‘Hashim & Family’. Hailed by ‘The Observer’ as ‘a wonderful, enriching read’ ‘Hashim & Family’ is a story of family ties, of migration and of a connection to home. We are thrilled to have a signed copy of Shahnaz’s novel in the school library – made all the more special by her beautiful dedication:



shahnaz.ahsan

“

*To all the students at
SGHS –*

*It was studying English
and History here at SGHS
that made me want to
write. If any of you share
that dream, know that
you can always reach out
to me.*

Warmest wishes,

**- Shahnaz Ahsan
(1999-2006)**

”

Festive Greetings from Friends

Friends of SGHS are so grateful to you for helping to generate funds in a year when nothing is normal and fundraising is particularly hard. Your lovely homemade items and generous raffle ticket purchases have helped us support much needed school projects.

Funds this autumn 2020 term have gone to:

1. Whole Year Group English books - £400
2. DT software - £600
3. Picnic tables, benches and planting - £300
4. PE 'Santa Dash' prizes - £60
5. End of Year Awards for all students - £564
6. Festive parcels- £40
7. Hardship fund - £1,000 (to be given in 2021)



We have run three fundraising initiatives since September: The **re-launch of 150 Club** for 2021, The **Virtual Christmas Market** and the **Christmas Hamper**. Profits for these are as follows:

Virtual Market - £562.89

Hamper Raffle - £1,530

150 Club so far - £440

There's still time to buy your 150 club number for the 2021 draw and at the same time help raise funds for school - just £20 for a year's membership. See www.sghs.org.uk/parents-carers/friends-of-sghs/150-club

The winning numbers for the remainder of 2020 are as follows: October: 15, 36 & 121. November: 52, 9 & 37. December: 48, 53 & 131.

We hope next term to plan some socially distanced outdoor activities given that our traditional fundraisers such as Curry & Quiz and Bingo Night are on hold. Watch this space!

Our **next planning meeting will be: 7pm, Thursday 14th January 2021** (virtual/face-to-face TBC). Contact us if you can join us: friends@sghs.org.uk

We wish you a very merry Christmas in this exceptional year and thank you again to those who kindly made festive crafts and goodies, donated to the hamper and purchased numbers and raffle tickets to raise funds.

Best wishes for 2021.

Friends of SGHS

www.sghs.org.uk/parents-carers/friends-of-sghs



Galatea Rewritten

In Year 9 English, students have been exploring the ways characters are adapted and rewritten by different authors, and then writing their own versions of established characters. Below is one submission, rewriting the Pygmalion and Galatea myth.

The apartment we shared is beautifully empty, just me and the other half-created women that litter the rooms along with his drawings. Images everywhere of women, but disconnected: a series of hand sketches on the desk, a charcoal outline of a body with sharp lines drawn and redrawn, a plastercast of a breast by the windowsill. I want to clear them all away but feel a sense of responsibility to these dismembered older sisters of mine.

I wish he wouldn't return, the feeling of his rough labourers hands against my smooth cold skin makes me feel violated. I hate the way he touches me and acts like I belong to him. He will never own me. The way he obsesses over me all the time makes me feel nauseated. but this is the first and probably the last time I've experienced what its like to be loved. I don't know whether to love him or hate him. He treats me like a god, like I'm the only thing he cares about.

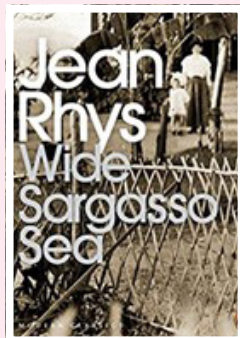
I remember the moment I gained consciousness, there he was staring at me while I was surrounding by a block of ivory. He looked at me with lust in his eyes almost like he had already planned out what he was going to do to me. However, I was completely oblivious to what would happen to me. Its only now looking back on it that I realise I have always been more than just a piece of art to him

I just want to break away from whatever this is. I want to be a real woman, a woman that can actually express herself rather than feeling imprisoned within my own body. My thoughts are my thoughts, nothing more, never will be anything more. Maybe one day I will be able to experience life as a living, breathing person.

Charlotte Porter - Year 9

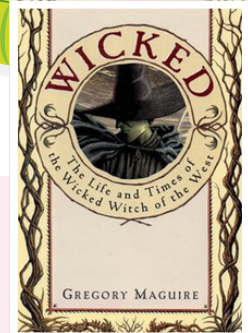
How the pros do it

The Wide Sargasso Sea by Jean Rhys takes Bertha Mason, the woman in the attic from Jane Eyre, and explores what really happened to her before she came to Thornfield.

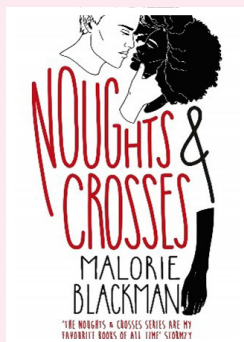


Wicked – the book that inspired the musical, this explores the life of the 'Wicked Witch of the West', and what really happened.

(Not suitable for Y7-8)



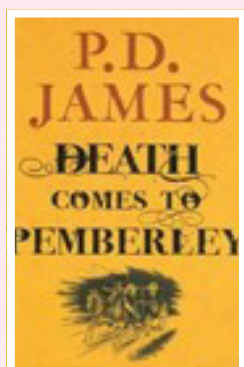
In Noughts and Crosses, Blackman imagines a world where white noughts are suppressed by black crosses, and what happens when Callum and Sephy try to cross that racial divide. Drawing on Shakespeare's Romeo and Juliet, there's even a balcony scene in homage!



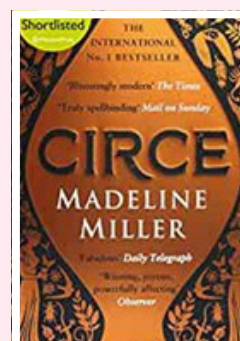
Vinegar Girls is one of a series of Shakespeare plays retold as novels by contemporary writers, including Tracey Chevalier, Jeanette Winterson, Jo Nesbo and Margaret Atwood. Here, Anne Tyler takes The Taming of the Shrew and imagines Kate as Kate Battista, running her father's house, looking after her younger sister, and wondering how she ended up here after all.



Pride and Prejudice has been adapted by several authors over the years! Death comes to Pemberley fuses PD James' traditional crime drama with the romance of Austen, while **Pride and Prejudice and Zombies** is a post-modern take that finds Darcey and Elizabeth at the centre of a zombie apocalypse, defending their Georgian homes while trying to get on with the normal business of courtship and marriage.



Circe and The Silence of the Girls both came out last year and retell sections of Greek myth and epic poetry with a focus on giving the women of the stories their voices.



This Edition, and previous issues
of the Newsletter, can also be
viewed on the School Website...
www.sghs.org.uk/newsletter

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