

HEADMASTER'S WELCOME

As we hurtle towards half term, I am struck by the sense of positivity and purpose around school. I recently attended a talk on 'flourishing', and how schools can support and develop the likelihood that children flourish through the activities, expectations and culture of the school. It will be the theme of my assembly next week, but - whilst there will always be things we can improve on - I was reassured and encouraged that we are providing many of the opportunities and expectations that support this in pupils at Yarm. Those who have been involved in House Drama, or represented the school in sport, or been on a CCF, Outdoor Ed or departmental trip or who are rehearsing in their music ensembles, rehearsing for the Fifth Year Play, taking part in departmental societies and talks (and so much more) are all reinforcing the sense of community, support, teamwork, friendship and shared endeavour towards a common goal that give young people a sense of purpose and belonging.

The newsletter, as ever, offers a glimpse into the pupils' experiences in school and beyond, with some fascinating reports from pupils and staff about recent activities and endeavours. A fascinating book

review, some stunning artwork, society and trip reports, there is - I hope - something that everyone will find interesting. A letter from author Zana Fraillon to Harry in the First Year offers all budding storytellers some excellent advice, and reinforces the value of taking the initiative and taking a risk: thank you to Harry for sharing this letter with us all.

Parents are invited to explore the Tooled Up Education site, with news of a specific talk that might be of interest shared below, there is information on the forthcoming Flu Vaccination for First to Fifth Years and there is more detail of our next Careers Cluster event on Computer Science careers, which takes place on

Monday 18th November and is aimed for pupils in 4th year and above, and their parents.

Our netballers had a great weekend becoming county champions at U14 and U16, and the rowers were out in force on a glorious day last Saturday at the Tees Long Distance Sculls and Small Boats' Head, with details on the latter event given by Mr Kellett within. Well done to all pupils who have represented the school this half term.

Our first Concert and Cake will be next Monday, 14th, from 5pm and I very much look forward to enjoying our pupils' musical talents, and to seeing parents and carers there.

Dr Huw Williams



The Geography Department celebrate their Secondary Geography Quality Mark (SGQM) - see full article on page 2 of [Newsletter 1386](#)

A JOURNEY THROUGH HISTORY: OUR VISIT TO THE GREEN HOWARDS MUSEUM

On Monday, we embarked on a memorable journey into the past with a visit to the Green Howards Museum in Richmond. The day was filled with stories of courage, sacrifice, and a deep connection to the soldiers who once walked the very paths of history that we now explore with wonder.

Within the CCF, we are divided into three contingents, each assigned a significant chapter in military history: Crimea, Gold, and Ypres. As we delved into the tales of the Crimean War, the D-Day landings on Gold Beach, and the Second Battle of Ypres, our curiosity was ignited. The experience was not merely educational; it was an emotional step back in time, and every detail had the power to inspire. "I absolutely loved the CCF trip," one member of Third Year Bede shared enthusiastically. "I was very interested in all the medals and I was amazed at how old the Green Howard regiment was. The medal room was full from floor to ceiling! It was great to learn how they were earned and who awarded them."

The museum's Medal Room was a particular highlight for many. Walls lined with countless decorations told tales of triumph, loss, and immense courage. To some, these medals symbolised more than distant history. They represented personal connections, family legacies, and the deep pride of service. One student reflected on this connection, saying, "I

enjoyed seeing all the medals. I thought that was very interesting as parts of my family were in the war, and it is a big topic in my family since we are all very interested in history."

As students explored the role of the Green Howards throughout various military campaigns, they encountered names and faces that shaped their understanding of heroism. One name stood out: Stanley Hollis, the only soldier to receive the Victoria Cross for actions on D-Day. For many, the fact that this legendary figure hailed from Middlesbrough - so close to home - added a personal and powerful dimension to the learning experience.

"I found it very interesting how brave and committed the soldiers were to win the Victoria Cross that they earned," another student commented. The stories of Hollis and others who received the highest and most prestigious award for gallantry left students in awe, reminding them of the extraordinary courage it takes to face the enemy for the sake of peace.

The museum did more than provide facts and dates. It shattered myths and corrected misconceptions. One student admitted, "I always thought soldiers wore red because it looked regal—I was surprised to learn that



they did this because it was the cheapest way to dye the material."

The Green Howards Museum offered our students a chance to glimpse into the lives of the soldiers whose courage, determination, and sacrifice have shaped the world we live in today. The Crimea, the beaches of Normandy, and the fields of Ypres are no longer distant battles of a bygone era... they are vivid moments brought to life through the eyes of those who experienced it all.

As our trip concluded, the sense of pride and gratitude was palpable. It was a day of discovery, not just of historical facts, but of the bravery and resilience that exist in all of us. This visit was a reminder that history is not something confined to the pages of a textbook; it is alive, vibrant, and deeply personal... and sometimes, as we learned on this trip, it can be just down the road.

Third Year Bede Cadets

EXERCISE MERLIN MANOEUVRE

At the weekend, 11 of our cadet NCOs participated in exercise Merlin Manoeuvre. This saw them take part in a range of military exercises over the course of the weekend. They travelled down on Friday afternoon to Catterick and set up their bashers and were issued with the cadet GP.

On Saturday, the first activity after the kit inspection was the stalk. This consisted of having to crawl uphill in a field without being spotted by the defenders, who had to direct cadets in the field to locate the team. The four cadets that managed to crawl the furthest without being spotted were able to fire an air rifle to score more points.

In the defence position, the cadets also had to create a map of mortar fire for the area.

The next activity was the medical and weapons. This involved being in a simulated situation where the cadets had to locate and treat civilians that

had been wounded and the cadets proved to be very effective at this. They then had talks from a range of soldiers (including one Canadian) who showed off the weapons of the British infantry, including the GPMG, the SA80, the sharpshooter and a mortar. After this, there was a test in which the cadets scored full marks. The next set of activities for the day was the paintballing and navigation. The cadets unfortunately lost 3-1 to Barnard Castle in the paintballing but did score the full 200 points for their navigation.

The last activity of the day was the command tasks, where the cadets had to complete a series of difficult tasks that focused on their ability to communicate and problem-solve. After the main course, they also had to strap down some cargo on a truck, before heading back to their camp for a quick tea. Before they could go to bed, they were informed that there was going to be a night patrol. Whilst

on patrol, the cadets had to locate the enemy and gather intel without being spotted by the flares. The cadets performed very well at this despite their tiredness.

The next day began with a three kilometre march and shoot, where the cadets had to march through a three kilometre course before using the air rifle again. Despite the fatigue of the march, morals remained high. The shooting element took place up the hills on the ranges, where the cadets fired live rounds (some for the first time) at stationary targets. Finally, the cadets returned to camp for the presentation, where Captain Glenn Bridges was presented with his long service medal for service to Cleveland ACF and Yarm School CCF.

Although the cadets did not win any medals this year, they are optimistic about their prospects next year after another year of training.

Sgt Dan Townsend , Upper Sixth



LAING ART GALLERY TRIP

The 5th Year GCSE Art Trip to the Laing Art Gallery and the Angel of the North on Friday 4th October was a big success. The pupils used this time in the gallery to gather first hand information and research on a range of artists. This research and the drawings that the pupils produced whilst in the gallery inform the pupils' decision making regarding their own artwork, back in school. All of the gallery work is kept in the pupils' GCSE sketchbooks and this work then underpins the studies that form their individual GCSE Coursework Projects. The sketchbooks and the studies are moderated by the Exam Board Moderator at the end of the academic year. If you are able to join us at the annual end of year Art Exhibition you will be able to see the fabulous work that our talented GCSE pupils have produced. We'd love to see you all there.

Ms E Stebbings

On Friday the 4th October, we set off to Newcastle, where we did various activities in order to work towards our GCSE art qualification.

Firstly, we paid a visit to the well known landmark 'The Angel of the North', where we took some time to draw this statue, which was hard in some ways, but definitely a good challenge and test to our drawing skills.

Then we visited the Laing Art Gallery, where we did various activities involving the art on display. First, we had a look around the gallery and in small groups we analysed the pieces to help us towards analyzing our own work further on in the GCSE course. After stopping briefly for lunch, we focused on drawing a few of the pieces in the gallery- making sure to carefully copy it from real life.

Overall, it was a great experience and really helped us towards our GCSE coursework.

Manya Rajeeva, Fifth Year



ARTISTS' CORNER

Taking inspiration from the rural area in which she lives Anushka Chakrabarti, Third Year, has produced this idyllic cottage scene using acrylic paints. She said "The place where I live (Wynyard) is very rural so I decided to paint a pretty cottage over the summer holidays. I used liquidy acrylic paint, and I made the foliage green with hints of bright colours like blue, yellow and pink, each representing a different type of flower."



Excellent work Anushka, well done!

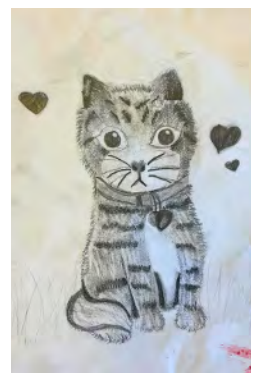
Mrs G Thompson

Kaira Nalawade, First Year, has shared some of the fantastic studies in her sketch book. She said "I decided to draw the Harry Potter picture as I love the book series. It's very fun and magical! I drew the eye as I liked drawing the detail inside of the eye, plus I love to shade the inside and specifically the eyelashes, making sure I get every little detail. I love dogs, which is why I drew the dog and the image of the cat was on the front cover of one of my favourite books and it looked as if it wanted to be drawn. I wanted to try a different technique of drawing, which is why I drew the anime girl. That style of drawing is the complete opposite of realism and the detail in the eyes brings the piece to life.



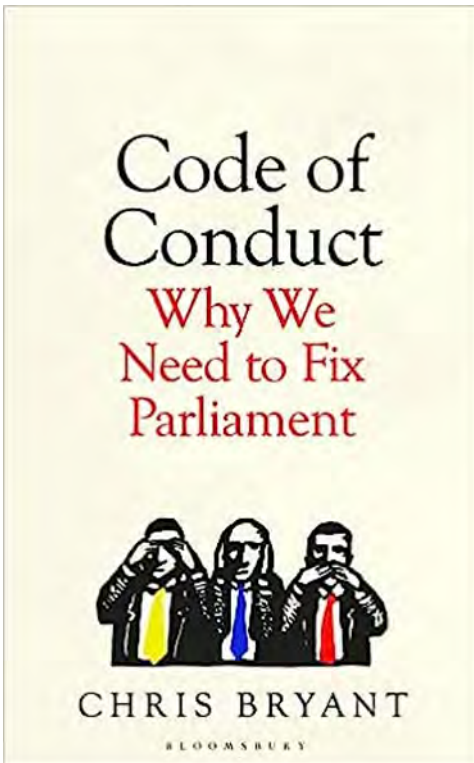
The huge eye I drew was created when I took part in a drawing workshop. It was really fun!" Excellent work Kaira, well done!

Ms E Stebbings



BOOK REVIEW

CODE OF CONDUCT: WHY WE NEED TO FIX PARLIAMENT - CHRIS BRYANT



In Bryant's introduction he skillfully demonstrates his storytelling ability with a first person account explaining the drama involving the Standard Committee (which Bryant chaired), and the former Northern Ireland secretary Paterson accused of engaging in 'paid advocacy' - the Committee decided it was an egregious case. Bryant does not censor his events, he recounts all the details from his diary entry including a suicide which occurred during the investigation. Bryant conveys his passionate nature describing how he was shown an amendment which

would delay the decision on Paterson and scrap the Standards Committee with an additional special committee with a Conservative majority. In response, Bryant writes 'I was so furious, I went for a run to Tower Bridge and back ... I did my fastest time for ages.' He also includes a quote where a fellow MP said 'you tend to be 80% brilliant and 20% crap.' Bryant also contrasts his colloquial tone with periods of eloquence such as: 'for the first time in its history the house had voted down a recommendation of the Standard Committee ...

[CLICK HERE TO READ MORE OF OLLIE'S BOOK REVIEW](#)

ALL THAT GLITTERS IS NOT GOLD?



Ding dong merrily on high.... time for another Yarm Apprentice Task...

This week the teams assembled on the Maths Balcony overlooking the Dining Room awaiting the arrival of Lord Sugar No 2.

Lord Sugar (this time in the form of Former Yarm School Parent Mrs Dodds) arrived promptly to set the teams a big challenge. The task? The teams must stock and man a stall at

the YSA Christmas Indoor Market on Saturday November 16th. Each team has been allocated £75 for stock and a stall in the Dining Room.

Stalls must be family friendly, customer service must be superb, stock must be sparkly and the whole stall needs to be Christmas themed. Value must be added to all stock purchased, detailed accounts must be kept and health and safety must be considered, and each team must select a charity to support.

Whilst end profit matters, penalties will be imposed if any of the task

requirements are not met!

Lord Sugar will see the teams in the Boardroom on Tue 19th November when she expects a 5 minute presentation from each team detailing the whole process and the decision making behind it. One team will win and one or more of the losing team's members will be fired!

Freya and Nancy have volunteered to be Project Managers and will be assisted by Chloe and Elsa as subteam managers, and we look forward to seeing their product proposals for the day. So please save the day and come to the Yarm Apprentice stalls on Saturday 16th November.

Miss C Rhodes

ECONBUS SOC



How can a brand be so recognisable that its name need not be mentioned? How do brands have you thinking about them, without you even realising? What do you think of when you see a certain shade of cyan blue or a

running black horse?

In a superb EconBus Soc which brought together Economics, Marketing and Psychology, Olivia Miller answered these questions and more.

We are appreciative of Olivia raising our awareness of the power of branding in a well researched and delivered presentation.

Next week it's the turn of the Lower Sixth as the first from their year gets the opportunity to "stand and deliver".

Miss C Rhodes

READ ALL ABOUT IT

The Lower Sixth Econ students embraced the opportunity to get beyond the curriculum and explore aspects of behavioural, developmental and financial economics in their Library lesson this week. We look forward to them sharing their recommendations with their peers later this term and next.

Miss C Rhodes



Career Cluster Evening: COMPUTER SCIENCE CAREERS

Mon 18th November, 6pm - 8pm

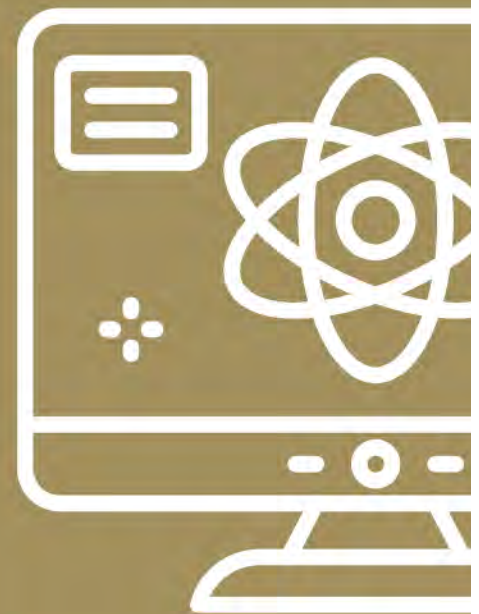
Join us to explore the opportunities provided by studying or working in Computer Science.

Discover the different pathways to your ideal career.

Suitable for 4th Year, 5th Year and Sixth Form students and parents.

Register to attend at:

<https://bit.ly/CompSciCareerCluster>



POLITICS LECTURE: COULD THE 2024 GENERAL ELECTION BE SEEN AS A QUIET, SLOW REVOLUTION?



This week saw Politics students head up to Newcastle University on Tuesday evening to listen to Peter Kellner deliver a guest lecture. Peter is a highly regarded journalist and political commentator, as well as former President of the YouGov polling organisation. In a highly cogent, analytical and original lecture he took apart the results of the recent election, seeking to detect trends and concerns that might suggest a 'revolution' for British democracy. A bold claim! Peter outlined the nature of the post-war consensus, not simply in terms of political and economic consensus around the likes of Keynesian economics, but more broadly in terms of values, conduct and behaviour. Many of our post-war prime ministers and ministers had served in the war, had fought to defend and then preserve democracy, and shared

this vision and code of conduct regardless of political persuasion. The key institutions of the time - the judiciary, the BBC, etc - were not fair game for assault, but rather vital parts of a free and democratic society. The comparisons with nowadays are self-evident. He went on to discuss the unfairness of an electoral system that made it fourteen times harder (in terms of votes required) for Reform to win a seat rather than the Lib Dems. Some may not mind that outcome, but we can't claim it to be fair! Peter speculated on the fragility of the Labour victory - yes, a landslide, but on a small share of the vote, and the result of very skilful and careful campaigning, with an electoral system to magnify victory at the end. His concern, and the essence of his 'revolution' was the potential for significant disconnect between the

public and the politicians in terms of fairness and representation. Should the next election result in a loss of a Labour majority, and it would only take a small percentage swing to do so, we may see the result precipitate a constitutional crisis that becomes a call for reform, not least of the voting system. And for those who say such a reform would have heralded in a raft of politicians of more extreme parties - direct proportionality would have given Reform 91 seats - well, he argues, we have to defeat arguments in a fair and square manner, not by hiding behind a creaking, out of date, unfair electoral system. The talk was followed by some fascinating questions, not least one which explored the way in which polling had had to change in recent years to keep up with the demands of a poll-hungry electorate, the advance of technology, and the over-reliance of political parties on masses of data. The lecture was part of a regular series offered by Newcastle University called the Insights lectures. They have a rolling programme of in-person events as well as a back catalogue of recorded lectures that can be accessed through their website. Yarm Politics students have benefited from them for years, along with other public lectures offered by the likes of Leeds, York, Durham and Northumbria.



Yarm School Association

CHRISTMAS INDOOR MARKET

SATURDAY 16TH NOVEMBER

10AM - 4PM, YARM SCHOOL

ADULTS £4, CHILDREN FREE
PAY ON THE DOOR

SANTA'S GROTTTO
CRAFT STALLS
UNIQUE GIFTS
FOOD & DRINK
CHILDREN'S GAMES

A 'WICKED' EVENING

This week, GCSE Music pupils from Fourth and Fifth year travelled to the Sunderland Empire to see the touring production of *Wicked the Musical*. For the uninitiated, *Wicked* acts as a prequel to *The Wizard of Oz*, and is told from the perspective of two witches, Elphaba and Glinda, before and after Dorothy's arrival in Oz. The story explores the complex friendship between Elphaba (who becomes the Wicked Witch of the West) and Galinda (who becomes Glinda the Good). It features themes of female friendship, discrimination, government corruption, and the musical shows how the iconic characters in *The Wizard of Oz* (not just the witches, but the Scarecrow, the Tin Man, and the Cowardly Lion, too) came to be.

Pupils have to study the finale to act one, *Defying Gravity* in detail as part of their music examination, but to watch the whole show, with the set work in context, was a real privilege. As much as pupils enjoy hearing Mr Williams point out musical features such as the 'unlimited theme', metrical shifting, and tremolo strings, seeing them performed live brought the music to a whole new level. The whole performance was amazing, from the live pit band, to outstanding vocal performances from cast and company, to stunning staging and lighting. Many of the pupils commented on how it had deepened their understanding of the music as it

was brought to life on stage, with some bringing their scores to follow along! For some, it was their first time seeing a musical performed live, and it has certainly whetted their appetite to catch more shows on stage, as they joined with the standing ovation at the end!

For a magical evening of music closer to home, do join us for our first

Concert and Cake of the year on Monday 14th October at 5:00pm in the recital room. This concert will feature a variety of solo and small ensemble performances in a variety of musical styles and genres, and is always a lovely way to finish the day. Tickets are available from the PAA website, and it promises to be a concert full of musical talent.

Mr R Williams



CONCERT & CAKE 1 - MONDAY 14TH OCTOBER, 5PM



CONCERT & CAKE 2 - TUESDAY 5TH NOVEMBER, 5PM

Yarm School Music Department presents:



MORE THAN THE BIG FOUR - WORKING LUNCH WITH JAMES DALE



This week we were delighted to welcome back a friend of the school, James Dale from Anderson Barrowcliff, who some of our students remembered from the FAME Careers Cluster last school year.

James was keen to convey what opportunities exist in FAME beyond the "Big Four", what opportunities exist outside of London and the value of securing accounting qualifications. After achieving a degree in Consumer Law in 2002, James spent some time

living and working in Australia and New Zealand, but on returning to the UK embarked on accountancy studies, first joining Anderson Barrowcliff as a trainee accountant in 2005. Whilst studying for his professional exams, he also achieved a first-class honours degree in Applied Accountancy and won the coveted 'New Accountant of the Year' award at the North East Accountancy Awards 2009. After working at Ernst and Young, he soon returned to Anderson Barrowcliff to develop the firm's corporate finance offering, and was made partner in April 2016. His main role at Anderson Barrowcliff is leading the corporate finance team where he specialises in M & A (Mergers and Acquisitions).

This involves preparing businesses for sale and taking them to market and he also gets involved with company reconstructions. Sixth Form students from Econ, Bus and beyond were keen to hear more about his day to day role and to hear in detail about the apprenticeship opportunities his firm offer. They also took on board advice about good written communication and the importance of good presentation to make a positive first impression. We are very grateful to Mr Dale for being so generous with his time and we know that he will back to support the EconBus department and school further in the near future.

Miss C Rhodes

A PARENTS' AND EDUCATORS' GUIDE TO ADHD MEDICATION TALK

Coming up on October 18th, Tooled Up Education will host 'A Parents' and Educators' Guide to ADHD Medication', where Professor Peter Hill will discuss ADHD medication for children. He will share information on his new book and answer questions about ADHD, medication and support. This would be a useful session for parents of pupils with an ADHD diagnosis, those who have children on the referral pathway or for parents who are interested in ADHD more generally. For more information, please visit:

<https://members.tooledupeducation.com/events/a-parents-and-educators-guide-to-adhd-medication>

FLU VACCINE

The School Aged Immunisation Service are visiting Yarm School on Tuesday 12th November to provide pupils in First to Fifth year with the nasal flu vaccination (injectable vaccinations are also available). Please visit this link to provide your consent online.

<https://nhslmms.azurewebsites.net/session/779bdee6>

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A LETTER FROM ZANA FRAILLON



Inspired by the reading of 'The Bone Sparrow' - the novel he has been reading in English - First Year pupil, Harry Hollingsworth, wrote to the author Zana Fraillon to ask for further advice about creative writing. This is the generous response that he received!

Dear Harry,

Thank you so much for your lovely email. I am really delighted that you are enjoying reading *The Bone Sparrow*. I am even more delighted to hear that you are also a writer and storyteller.

I have lots of tips for writing - I guess it depends a bit on which aspect of writing you are looking for help with. One thing I always recommend is to have a writer's notebook. I just use a small exercise book, so it doesn't need to be anything fancy. Different people like to do different things in their notebooks, but I use mine to jot down any and every idea I have for a story - it doesn't have to be a big idea or even a full idea. Most of the time, the things I write down are little phrases, or half ideas, or what if

questions, or just things I have become interested in. For example, I have recently become very interested in all the different Gods and Saints there are for different things, so I wrote a list of the strangest ones that I might use somewhere down the line (like, did you know there is a patron saint of clowns?!). I also write down things I like that I have seen other people do - scenes from TV, or characters, or a certain way of writing something in a book I am reading. I also doodle in my book a lot because that helps me think. The other thing I do is stick pictures and poems in my notebook, especially if I am working on a particular story, then I will collect everything I can from a whole bunch of different places that relate to the characters or the place, or that just give me a sense that they might be interesting or useful to use.

And often, the ideas I collect won't be used for years, but then when I am thinking of what to write next, I go back to my old notebooks and see what is there. Basically, notebooks are like a record of my brain and thoughts and interests. But the really curious thing is that the more I use my notebook, the more ideas come to me, and the more stories I suddenly feel the urge to write, and the more I notice stories and curious things in the world around me. It's like switching on a part of your brain that otherwise isn't being used. And it encourages you to write regularly. Especially because the notebook is only for your eyes, and it isn't a book or a

story or an essay that anyone else will read, you can just write whatever you want in there. Anything that makes your mind buzz with possibility. I find I am a lot more honest and experimental in the writing I do in my notebook than anywhere else, because I am free to just play and see what happens without thinking about who will be reading it and what they might think.

The other writing exercise I really love doing - especially if I am feeling a bit stuck - is to find a sentence in a book that I find really interesting, and then use that sentence to begin a piece of writing. I also force myself to write for 7 minutes without stopping or editing or reading back over my work or whatever because that seems to open up my brain and to stop the critical voice from taking over. If you want to make it a bit harder for yourself, take two sentences from two different authors - use one to start the piece of writing, and the other one to end the piece of writing. You have to write a story that joins the two sentences up.

Anyway - I hope that helps! Thanks again for getting in touch.

All the best,

Zana Fraillon

Hopefully, Zana's advice will inspire Harry and other budding young writers here at Yarm!

Ms H Blakemore

OXFORD UNIVERSITY QUESTIONS WITH YARM FORMER PUPIL

As this year's prospective students submit their university applications, I caught up with former Yarm School pupil, Thomas Barber. Thomas read History at Lincoln College, Oxford, and we are very grateful to him for sharing his memories of university life.

What were your first impressions when you arrived at college? How was your first lecture/tutorial?

It really was a pinch yourself moment. You are very aware that it is a real privilege to live and work in such a beautiful place. Despite the dramatic change in circumstances, however, I really was made to feel like part of the Lincoln family. On the first night I sat down for a formal three course dinner sandwiched in between my Early Modern History Tutor and the Bursar! The sense of being welcomed into a community of scholars was powerfully conveyed in this moment as both fellow and student alike were made to feel as if we shared in the life of the college community. I am a passionate advocate that being taken under the wing of two older students (college parents) when you first arrive and attending social events put on by the Junior Common Room further ensures immersion and adoption into college life. For the warm welcome you receive, you can forgive being obliged to spend your first night in Oxford walking around in matching

Lincoln College Fresher T-Shirts.

From an academic perspective, it was a baptism of fire. I was left in no doubt that this was a very clear step up from my A-Levels and from week one my work was critiqued like that of a finalist. In my first week we were made to attend an hour's long tutorial entitled "How to Read" to show us just how much of a different discipline our studies would now be. The approach for history students is very much: here is a reading list, a question, and I will see you at the same time next week. In that first week you feel like you are flapping about madly as you try to bring some notion of structure and order to your work. But you soon work out how to notes take effectively, reference in the approved Oxford style, how much time to devote to reading, how much time to devote to writing, and how to tackle a reading list. Every student's first questions are: "Surely they cannot expect me to get through the entire list? Is it humanly possible to get through it?" Yet, once you have worked out a system of work that is comfortable - you are flying.

What are your best memories of your time at university?

My favourite moments at Oxford were found in the strange Oxford traditions which punctuated my life. I know that many of my peers will turn to Ascension Day celebrations, the college ball, or a particularly riotous



BOP (Big Organised Party- JCR fancy dress parties which occur thrice a term and are by no means a formal affair). However, trashing is a most wonderful post-finals release. Although it is now technically proscribed by the university, it is practised nonetheless. After weeks of intensive examining, my friends took me to a little spot just outside the city centre. I was covered in shaving foam, Holi powder, given a flower garland and a party hat, before I was sprayed from head to foot in a bottle of fizz. The event was suitably rounded off by charging into a river - suit, gown, and all - for a spot of open water swimming. The experience was hilarious, I assure you. On more sedate summer afternoons, however, there was no better way to pass my time than punting down the Cherwell in the Oxfordshire sunshine - pure bliss.

What skills do you think you gained from undergraduate life?

Quite simply I am not the same man that went up in 2019. It is very difficult to comprehend just how Oxford has changed my life, imbuing me with the skills I needed to lead an

OXFORD UNIVERSITY QUESTIONS CONTINUED

independent life, although any university setting will nature those skills within you. The analytical skills developed as part of my degree remain an integral and invaluable part of my daily life and work, for which I will always owe a debt of gratitude to my degree. My Oxford education also gave me an extensive exposure to a whole range of subjects which has enriched my life and interests. An Oxford history degree, requires you to develop a knowledge of a plethora of subjects, such as: political theory, philosophy,

literature, theology, classics, economics, law, art history, and anthropology. Over the course of your studies you will develop a knowledge of these subjects to rival any first year undergraduate as it is only through understanding that one can interpret the past and its sources. I will be forever grateful for the seeds of knowledge planted during my time at Oxford. Living closely in a community of scholars also gives you a fantastic opportunity to absorb a variety of knowledge and subjects which will only serve you well in life.

Surprisingly enough, my time at university gave me a decent comprehension of pre-clinical medicine, knowledge of which I gained through: discussing papers with my medic friends, proof reading their research projects, and preparing them for their viva voce. Moreover, Oxford also provided me with some superb anecdotes, which are always helpful if I am ever stuck for conversation over dinner or at a networking event!

MED DEN SOCIETY



Last week in MedDen, myself (Nila) and Naaha delivered a presentation on the four pillars of Medical Ethics: Beneficence, Non-Maleficence, Autonomy, and Justice. We began by discussing thought-provoking interview questions, such as, "What should be done if a patient refuses treatment for a life-threatening condition?" This encouraged audience participation and sparked meaningful conversations about prioritizing

patient autonomy while recognizing that doctors have a duty to ensure patients understand all possible outcomes and risks. We then explored case studies, including Medical Cannabis and the Montgomery vs. Lanarkshire Case, focusing on informed consent. Next, we organized an interactive mock OSCE that simulated a scenario involving 'Gillick Competence' and 'Fraser Guidelines.' Audience members participated in a GP clinic consultation with a patient actor who, as a minor, was seeking contraceptive advice, allowing them to apply their examination skills. For the final pillar, Justice, we posed a challenging question: "If you had £100,000 to spend, would you allocate it to a three-year-old needing a heart transplant or to 100

older patients needing hip replacements?" This initiated a discussion on the ethical implications of prioritizing life-saving versus quality-of-life procedures and the importance of fairness in decision-making. We concluded the session by collaboratively tackling Situational Judgment Test (SJT) questions, connecting the four pillars of medical ethics to everyday scenarios in healthcare. MedDen Soc will now meet on Thursdays from 12:50 to 1:30 PM for Sixth Form students in P2. If anyone is interested in making a presentation, please let us know so we can include you on the spreadsheet! We look forward to seeing everyone next week.

Nila Baskar, Upper Sixth

YARM SCHOOL BOAT CLUB TRIUMPHS AT TEES LDS/SBH

Yarm School rowers delivered an exceptional performance at Tees Long Distance Sculls and Small Boats Head on Saturday, October 5th, securing an impressive **nine wins**. Battling through strong tailwinds, the club's athletes demonstrated their resilience, skill, and determination, excelling across multiple age groups and categories.

The rowers faced difficult conditions throughout the race due to a strong tailwind that persisted across the course. While a tailwind typically speeds up race times, it also increases instability, making it harder for crews to maintain balance and rhythm. The choppy water tested the rowers' technical ability and mental toughness, yet Yarm's athletes rose to the occasion, executing with precision despite the conditions.

Standout Performances:

Fastest Men's J18 4x: The men's J18 quad (4x) was a clear highlight of the day, winning the category in division one and setting the fastest overall time in division 2. Showcasing the depth of talent within the squad, only **Will Jeavons** remained in the crew between the divisions. Division 1 saw him paired up with **Harry D'Ambrogio, Zeph Atkinson-Talib, and Isaac Akowuah**, while in Division 2, **Sai Sidaginamale, Will Lewis, and Noah Vincent** rounded out the crew.

J15 Girls Claim First-Ever Victory:

The J15 girls' 4x+ (**Emma White,**

Lucy Oliver, Zoe Wild, Bella Yang, and Anya Kansal) had a standout moment, claiming their first-ever win. This was an emotional and well-earned victory, marking a significant milestone in their rowing journey. The young athletes showed tremendous potential and raced with confidence and precision to secure their best ever result for the squad. This first win is a testament to the hard work from all the girls in the J15 squad pushing each other to perform at the highest level.

Fastest Doubles Times in Both Divisions:

In Division 1, the men's J18 double (**Will Lewis and Sai Sidaginamale**) clocked the fastest time. Having raced this combination last year, this duo's synchronisation and power helped them navigate the choppy water with finesse.

In Division 2, the men's J17 double (**Harry D'Ambrogio and Isaac Akowuah**) replicated the success, securing the fastest double scull time of the day. These lightweight boys flew down the course, using the gusty conditions to their advantage.

J15 Boys Dominate in Quad and Doubles: The J15 boys continued Yarm School's performance in the junior categories:

The J15 quad (**Charlie Ashworth, Harry Whitfield, Kabir Gandhi, Aadit Kapoor, and Oscar Galloway**) triumphed in Division 1, showcasing excellent teamwork and power in

tough racing conditions.

In Division 2, the J15 boys claimed victory in **Band 1 (Sam Buxton & Freddie Hercock) and Band 2 (Kabir Gandhi & Harry Whitfield)** double sculls, proving that the club's depth of talent extends throughout the boat club.

Victory for Women's J17 Quad (4x):

Another significant win came from the women's J17 quad (**Darcey Allcock, Isabella Turnbull, Elsa Williams & Amirah Mohammed**), who fought through the strong winds to take first place. Their success in navigating the challenging course and holding their speed under pressure showcased the growing strength of Yarm's girls' teams.

In addition to the nine victories, Yarm School Boat Club also claimed **second place in eight other events**, demonstrating talent, consistency, and competitiveness across the boat club. YSBC emerged from Tees LDS/SBH as one of the most successful teams at the event.

The combination of senior success and the impressive performances from the younger crew is a testament to the hard work and dedication of all our athletes.

Mr T Kellett

SPORT WEEK AHEAD

The weeks ahead are now available online.

You can [view them here](#).

THERE WAS AN OLD LADY WHO SWALLOWED A FLY

There Was an Old Lady Who Swallowed A Fly. I don't know why she swallowed a fly...But The People's Theatre Company do!

And now you can too as they bring the world's best loved nonsense rhyme to life with a delicious blend of live action, puppetry and animation.

It's the perfect treat for everyone aged 3 to 103!



Tuesday 29th October 2024 2:00pm

[Book Online Here](#)

SANTA AND THE RACE TO SAVE CHRISTMAS

Christmas is fast approaching, and all is going well in Santa's workshop as Mrs Claus and the elves busily prepare for the big night The presents are wrapped and the reindeers have completed their training then suddenly disaster strikes!

Crisis hits the North Pole, what is Santa going to do? How will he deliver everyone's presents? Will Santa and the gang manage to find a solution in order for the sleigh to set off in time for Christmas eve?



Saturday 14th - Sunday 15th December 2024

[Book Online Here](#)

THE NICK ROSS ORCHESTRA: THE GLENN MILLER AND RAT PACK ERA

When Danny and Dino's favourite rock band are playing their last ever concert, they go on a quest to get the last two tickets. But with a villainous band manager lurking, nothing goes to plan. Will the band perform?

Will Danny rock out? Or will Dino's rumbling tummy save the day? Adapted from the number 1 best-selling books by Tom Fletcher and Dougie Poynter, the whole family will have a poopy good time enjoying a brand, new story for the stage. Featuring new songs by Tom and Dougie, a lot of laughs and a whole lot of poo!



Wednesday 26th February 2025 12:30pm, 3:30pm

[Book Online Here](#)

Top Tips for Adopting SAFE & HEALTHY ONLINE HABITS

Everyone has so much going on in their lives, and that includes children: from exams and deadlines to anxiety and mental health struggles. It's quite easy to send memes, make jokes and vent online about the things that irritate us, but when was the last time you – or your child – took a moment to share something kind or positive instead? In fact, when did you last stop and think about your family's online activities? To help keep them safe and teach them healthy online habits, we need to develop our children's digital resilience. There are lots of ways that children can become more digitally resilient, and we've pulled together some popular strategies here ...

WHAT IS DIGITAL RESILIENCE?



Resilience doesn't mean being so tough that nothing gets to you, and it's not about "putting up with things" either. Instead, it's the ability to recover from setbacks. Everyone feels sad, worried, scared or upset at times: it's how we respond and adapt to those situations which is important. Digital resilience is about making choices that keep us safe and happy online, even when we're exposed to something negative or upsetting. Building your child's digital resilience will help reduce the impact of potential risks as they engage with and navigate around the online world.

MAKE POSITIVE LIFESTYLE CHOICES



- ✓ Make time for the people and things that make you happy.
- ✓ Monitor your screen time and stick to your limits.
- ✓ On social media, follow people that make you feel good about yourself – and unfollow the ones who don't.
- ✓ Spread some positivity: post good reviews, leave encouraging comments and share good news.

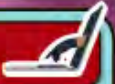
KEEP YOUR HEALTH IN MIND

- ✓ Try to factor in regular breaks offline and away from your screen – ideally, outdoors for some revitalising fresh air.
- ✓ Exercise is a brilliant stress-buster: even a walk around the block, a bike ride or a stroll to your local shop can really work wonders.
- ✓ Be strict with yourself about putting devices away in plenty of time before bed: they can interfere with a good night's sleep, which is essential for staying healthy.

REACH OUT FOR SUPPORT

- ✓ If you have a problem online, don't be afraid reach out to specialist people or organisations that could help.
- ✓ Follow people on socials who have the same values and morals as you.
- ✓ You could always talk to a friend, or a trusted adult like a teacher or family member for some advice.

PUT SAFETY FIRST



- ✓ If you see something online that upsets or worries you, tell a trusted adult about it as soon as possible.
- ✓ You could also report the content that's making you feel uncomfortable to the site or app that you saw it on, so they can look into it.
- ✓ Another option is to block the person or the account that's causing you a problem – or you could go one step further by totally deleting the app you were using.

GET THINGS CLEAR IN YOUR HEAD



- ✓ Ask yourself what kindness online actually looks like. Can you remember the last time someone was kind or supportive towards you online? What did they do?
- ✓ Think about how it makes you feel when someone sends you a positive or funny message online.
- ✓ What about the opposite: has someone ever been deliberately unkind to you online? What did they do and how did it make you feel?
- ✓ If someone's behaviour online is causing you stress, try to remind yourself of all the steps you can take if a person's being unkind online.

Meet Our Expert

Cayley Jorgensen is a registered counsellor with the Health Professions Council of South Africa, working in private practice to offer counselling to children, teenagers and young adults. She is the founder of Inpage Support, a mobile app focusing on mental health awareness with the goal of providing resources and solutions to schools worldwide.



National
Online
Safety®

#WakeUpWednesday

Newsletter, 09.10.2024

This seems to be the season for questions about smartphones, gaming and digital diets. Parents want to raise responsible digital citizens and to support young people as they grow and develop, but we also need good quality information to support family conversations and family decisions.

Digital parenting is one of the most challenging aspects of parenting today. Here are some resources that respond to what Tooled Up parents have asked our research team in recent weeks.

For parents of young children questioning the introduction of digital devices at home, this [podcast](#) with developmental scientist Andy Ribner should help with your decision-making. Even before the introduction of personal devices, parents can model the digital behaviour they wish to later see and establish digital values.

For those worried about the impact of screens on children, listen back to our chat with psychologist and science writer Professor Pete Etchells, on the [Real Science of Screen Time](#), where he separates fact from fiction and encourages us to give more weight to what children are *doing* online. Professor Etchells is returning to Tooled Up to deliver a webinar on ***The Truth about Gaming*** on 14th October. Register [here](#) to come along.

A crucial aspect of parenting in the digital age is raising children to be skilled, self-protective users of technology. That means helping them develop an understanding of how content is created, how it gets served to them, and how they can be discerning and sceptical about what they read and watch online. Our article packed with tips on [Developing Algorithmic Literacy](#), and Dr Kathy Weston's webinar on [Becoming A Digital Detective](#), are packed with research-backed and realistic advice on how to raise confident, discerning online citizens.

Don't forget to follow us on social media to stay up-to-date with all of our latest updates and resources. Find us on [Facebook](#), [Instagram](#), [Twitter](#), and [LinkedIn](#).





Young Children and Screens



The Real Science of Screen Time



The Truth About Gaming



Algorithmic Literacy



Raising A Digital Detective

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