

Dear Parents, Carers and Students,

We have reached the end of term 3 – which I am sure will go down in history as another unprecedented time for education: a time when children made the sacrifice to support the global pandemic and teachers learnt a completely new way to teach. Although we have done an incredible job providing an education this term, it is not the same as physically being in school. I know children are keen to return to see their friends, teachers and get into a regular routine again. Being an optimist at heart, I believe in the resilience of young people and their ability to bounce back from this setback. The remote learning that has taken place this term has taught students many valuable study skills and will go on to support them in their future lives. It is important to remind ourselves that in a 21st century world we are all learning and developing new skills constantly...we need to keep going! Learning does not stop when the school years are done, we are lifelong learners.

In this newsletter edition we wanted to stand back and reflect on all the things to be proud of and positive about.

Being a lover of lists I have my own positive reflections on term 3:-

- Our students: they have responded so positively to live lessons. Lesson after lesson they have engaged with the many styles of teaching. I am so proud of the polite and patient way they have worked with their teachers
- Our supportive families: we have been overwhelmed with the timely and supportive feedback that we have received this term. The attendance at remote parents' evenings has been very high and despite the physical distance we hope you feel you are well supported
- Our staff: the way they responded to this second school closure has been amazing, learning new skills extremely quickly.
- Our Sixth Form: their leadership and contributions to the newsletter has been an inspiration to the whole school community
- Our Lateral Flow Testing centre: despite the challenges we have a test centre on site and we are ready to step up testing if we need to do so
- Our generous local community: in its donation of laptops and cash donations, we have distributed over 110 laptops to students who need them and WiFi codes.

Half term is a well-deserved chance for everyone to have a rest over half term. I hope students manage to have some time relaxing and having fun. To hopefully put a smile onto your faces, the staff at BFS have recorded a lockdown song for you to watch. A big thank you to the marvellous Mr Pate who has had the challenging job of editing all our efforts. The sentiment is clear from the song – 'We want you back'!

Have a great half term.



Mrs S King, Headteacher

Key Dates	
Friday 12 February	End of Term 3
Monday 22 February	Start of Term 4
Wednesday 24 February	Remote D of E Information Evening
Thursday 25 February	Remote Year 10 Subject Evening

BFS FLEXIBLE FRIDAY

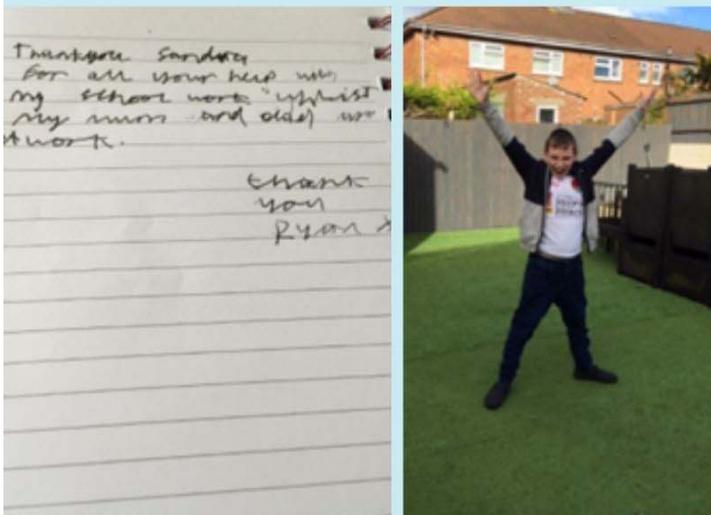
How was your Flexible Friday?

Last week, BFS celebrated Children's Mental Health week with our Flexible Friday. A change to the school's timetable allowed our students to take part in enrichment activities and catch up with any work. Our Year Leaders have been so impressed with your achievements, have a look at what some of our students got up to!

Well done to all students who completed any of the Year Leader challenges or House competitions last Friday. Some fantastic evidence sent through by tutors, all deserving of bonus house points! I hope you enjoyed the day and took advantage of the time to be off screens - something so important for our physical and mental well-being at the moment! - Miss Hammond, Head of Year 7

Year 7

Ted, Year 7



Ryan, Year 7





Jess, Year 7



Ralph, Year 7



Joel, Year 7

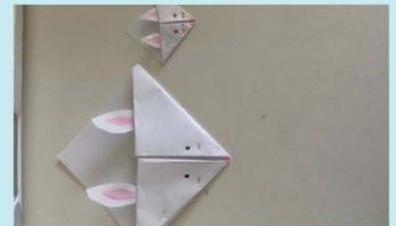


Ben, Year 7



Lockdown Poem by Ava, Year 7

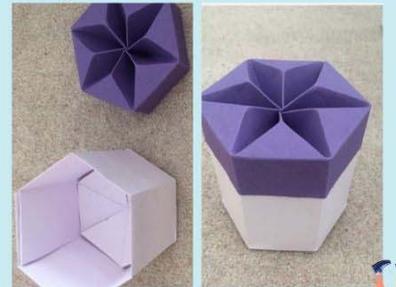
Life during lockdown.
 I spend a lot of time with family,
 But that's slowly taking my sanity,
 So I've come up with a list to do,
 Now that I think of it you should too,
 I've practiced witchcraft, made a brew,
 but it's not 1692,
 Oh, but now I remember, that was a dream,
 Let's get back to the list, shall we?
 I went to a party and had a great time,
 But we all had to wear masks, I guess that's fine,
 My friend forgot to stay 2 meters apart,
 So that meant that we had to depart,
 I felt sad and ate some ice cream,
 And then I started to daydream,
 I decided to get a cute puppy,
 But she is always so hungry,
 I went to the shop and got some sweets,
 I then played Monopoly, started to cheat.
 I miss going to school and seeing all my friends,
 Hopefully, one day, this lockdown will end.



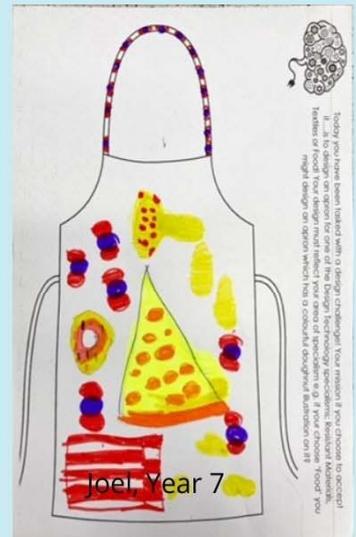
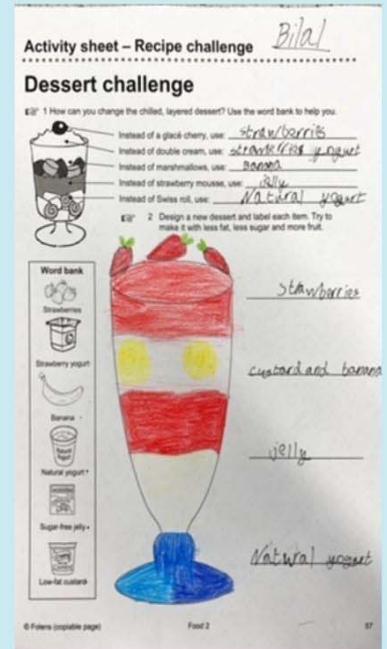
Isabella, Year 7



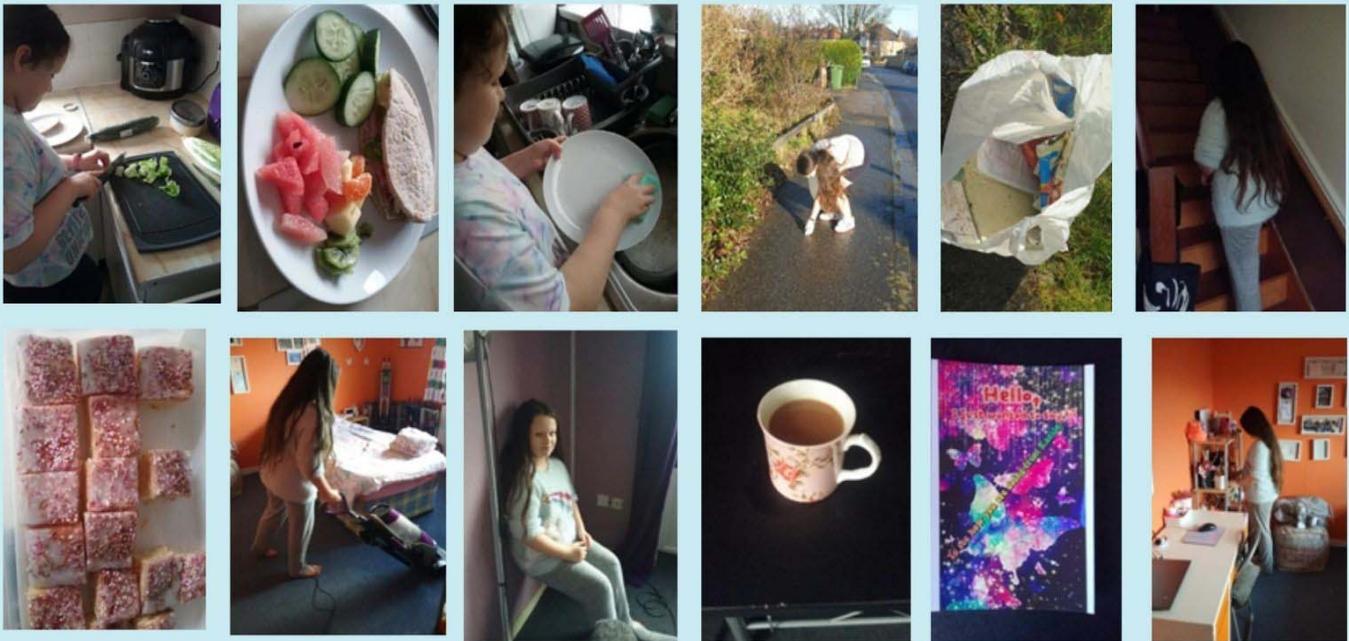
Ruby, Year 7



Abdulmalek, Antonio, Chloe, Bilal, Jaya, Fin and Flynn had a fun day celebrating Flexible Friday



Well done to Kassie 7TG3 – the best entry in Year 7 for completing over 10 challenges on Flexible Friday, including making a healthy lunch, cleaning your bedroom, picking up litter and baking!! What a STAR!

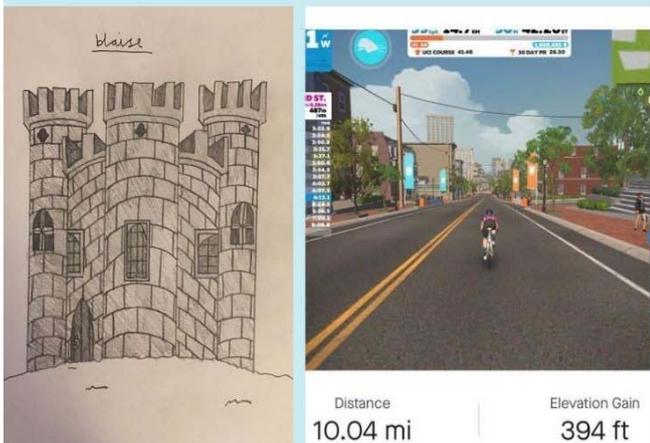


Year 8

I have completed 8 boxes- diamond. I have done:

- Phone a friend
- 100 Star Jumps
- Wall sit for 1 minute
- Made my mum a coffee/ hot drink
- Ran for 15 minutes
- Gone on a walk
- Ran up and down the stairs 5 times
- Taken my dog out for a walk with my friend

Maddy, Year 8



James , Year 8

Issy, Year 8



Susie, Year 8

1. Make a healthy breakfast – I made my favourite Weetabix and banana
2. Make a hot drink for someone – I made myself some of my favourite green tea and some tea for my mum
3. Learn some phrases in a foreign language – I learned to say “Hello my name is Susie and I love red pandas” in Swedish
4. Learn some key words in sign language – I learned to say hello, good morning, please, thank you in sign language
5. Learn a new skill of your choice – I learned how to make a chocolate roulade today
6. Read a recipe and cook it – I made a chocolate roulade from Mary Berry's recipe
7. Read a book nominated by a friend – I read some on 1984, even though I have read it before because I didn't fully understand it and my friend nominated it about a year ago
8. Phone a friend – I phoned May because we haven't talked in ages and I wanted to say hello



Year 9

Chloe, Year 9



Emily, Year 9

Ruby, Year 9



Dan, Year 9

Maker Time 	Make a healthy breakfast	Make a healthy lunch	Make a healthy dinner	Create a game to play within your bubble	Make up a new sport and rules for it	Make something using origami skills	Choose a sport and create a fantasy team with your favourite players	Create a quiz and play it within your bubble	Make a hot drink for someone	Create a list of your top 10 sporting films of all time
Genius Time 	Learn how to tie Windsor tie knot	Learn some key words in a foreign language	Learn some key phrases in a foreign language	Write a poem	Learn to juggle with 3 or more objects	Learn how to do a hand stand	Learn how to do a hand stand	Create a timetable to manage your college work from home	Learn a magic trick	Learn a new skill of your choice
Reading Time 	Read a book about coaching in sport	Read a poem	Read to someone in your bubble	Read a book nominated by a friend	Read an article in the newspaper	Read an article in a sports journal	Listen to a sporting podcast	Listen to an audio book about sport	Listen to a sports radio station such as Talk Sport	Read a recipe and cook it
Fitness Time 	Do 30 press ups	Do 30 press ups	Do 100 star jumps	Help for 5 minutes	Run for 15 minutes	Wall-sit for 1 minute	Perform a sporting activity from your favourite sport	Run up and down some stairs 5 times	Go for a walk	Dance to some music, the nobody is watching you
Service Time 	Send a thank you note to someone	Phone a friend or family member	Tidy your bedroom	Do the washing up	Teach someone how to do something	Hoover a room or the house	Write to someone to say hello	Walk a pet for a friend or relative	Go shopping someone vulnerable	Collect litter in your local area





In school, Miss Millard has been working with students through both lockdowns, having joined BFS in February 2020. Helen says, 'I am really pleased with the room that has been designed specifically for me to work with students who benefit from the Thrive approach. This support has enabled students to be much more confident with lessons, their learning and participating in the extra-curricular activities in school. Some of our students have found lockdown particularly difficult and I have been able to continue working on-site with those eligible to be here. In addition, I have kept in contact and offered Thrive to students at home via (Teams/phone). If you feel your child would benefit from Thrive, please do contact me or the relevant head of year.'

What is THRIVE?

THRIVE supports children with their emotional health, well being and social skills, all of which are needed to enable learning to take place. Children cannot always put their needs into words, but the way children behave can tell us a lot about how they are feeling. For some children there may be an obvious reason why they need extra support. This might be due to bereavement, family break down or an identified medical condition such as ADHD. For others, there may not be any obvious trigger as to why they are finding some aspects of school and/or home life difficult.

The **THRIVE Approach** draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, in order to help us to understand the needs being signalled by children's behaviour. Working with parents and class teachers, our THRIVE practitioner carries out assessments of identified children's social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children re-engage with learning and life.

The THRIVE approach is based on growing evidence that the brain develops through personal and social interaction. The relationships that we have with significant adults is fundamental to who we grow up to be. Our brain is built through trillions of brain-cell connections made by sight, sound, smell, touch and movement. Positive experiences enhance brain connections, and sustained negative experiences can restrict them. Through simple, repeated activities over time, within a safe and caring environment, THRIVE aims to compensate for interruptions in emotional development, when they affect a child's ability to enjoy life and learn.

A **THRIVE Assessment** helps us to identify emotional developmental needs as early as possible, in order to support and meet those needs on an individual basis. As well as offering new ways of dealing with challenging behaviour, THRIVE also offers both teaching staff and parents useful approaches to working with and helping any child who is experiencing emotional upheaval, whether short or long term. This is not a quick-fix; it takes time and commitment to see results. However, from research it is clear that early intervention to support children's needs is the most effective approach to preventing issues becoming more problematic in later life.

What is Thrive based on?



Developmental stages as strands





A **THRIVE Action Plan** is a plan of activities tailored to support a child's identified social and emotional learning targets. The activities are one-to-one and small group play and arts-based activities designed to help the child feel better about themselves; become more resilient and resourceful; form trusting, rewarding relationships; be compassionate and empathetic; and/or be able to overcome difficulties and setbacks.

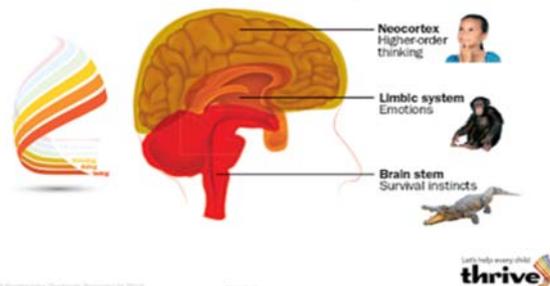
Activities might include playing in the sand, painting, model making, exploring difficult situations through role-play, playing strategy games or projects focusing on the child's own interests. Action Plans are reviewed regularly to monitor the progress the children have made.

Holes in our emotional development



Brain Science

Where are you acting from?



BFS Science

Students from BFS (Esme, Abby, and Olivia) will be performing at the Northern Ireland Science Festival. This is a joint project with Badminton School and our students have contributed a video on the Science of Colloids (Slime!)

What a State We're In!
#NISF21

Live at 11am BST
Saturday 20th February

Join BFS Students at #NISF21— What A State We're In! #NISF21

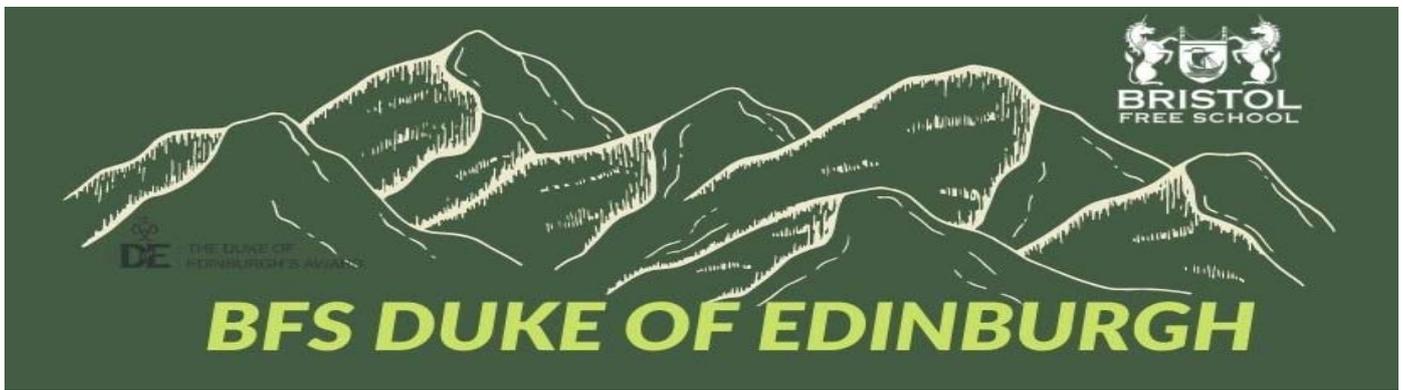
<https://www.citizenticket.co.uk/events/ni-science-festival/states-of-matter/>

Enjoy a magical tour of many different states of matter, with lots of Science at home practical work you can have a go at yourself after the show! Find out what the triple point of water is and have a go at making a slushy with some tricks you learn! See how to make a can move without touching it and find out how this is related to CERN's Large Hadron Collider, which explores some of the most exotic states of matter imaginable! Marvel at some amazing magnetic phenomena that can only be seen in superconducting materials and ask yourself is levitation possible?



This talk is aimed at older primary and secondary students, but we hope that whatever your age you will join us and find some surprises on the way.





Duke of Edinburgh at Bristol Free School

Parents Evening

I'd like to extend a warm welcome for students and their parents/carers to attend our **Duke of Edinburgh Information Evening on Wednesday 24 February**. Mr Ellis and I will introduce the award, explain what students need to do to get involved and talk through the various sections of the award needed to finish it before going through some FAQs and answering your questions.

Certificate of Achievement

Even though it's too early to say when expeditions will take place for your award yet (although there'll definitely be a chance to do them at some point!), I'd encourage everyone to carry on with their section activities: your skill, volunteering and a sport!

Not only are these great ways to remain active and hold off the lockdown-fever, for this year the Duke of Edinburgh award is offering all participants a

Certificate of Achievement for completing all three of these sections! This is a formal recognition of your amazing efforts during an extraordinary time and an amazing testament to your resilience over the last year.

Gaining a Certificate of Achievement doesn't stop you from going on to complete the full award, and any students who then carry on to complete their expedition (and residential for Gold) will also gain the full award for their level. So there's nothing to lose from going for your Certificate of Achievement!

After the February half-term, I'll be mailing official high-quality certificates to any students who meet the criteria. Massive congratulations to Lucy and Ben in Year 9 who have already gained theirs! Your certificates will be on the way next term. Well done guys!



Duke of Edinburgh with a Difference

It's certainly a very odd year to be undertaking your DofE award! In light of this, there's a lot of flexibility around what you can do for your sections, swapping activities for sections and your expeditions. If you're stuck for ideas or need advice on continuing with your award please either email us (doe@bristolfreeschool.org.uk) or visit: <https://www.dofe.org/dofewithadifference/>

Finally, I hope all our students and their families have a restful and well deserved half-term! I look forward to getting starting on your Duke of Edinburgh awards at the start of next term.

Many thanks,

Mr Wiczorek, Duke of Edinburgh Manager



**Running Mentoring DIY Cooking
Yoga Photography Wii Fit Coding
Guitar playing Knitting Cycling
Sign language Gardening Walking
Painting Circuits Quizzing Jogging
Campaigning Money management
Vlogging YouTube fitness Dancing
Helping neighbours Dog-walking
#DofEWithADifference Languages
Tutoring Singing Martial arts Sewing
Pilates Crafting Blogging App design
Filmmaking Combatting loneliness
Cyber safety Family tree research
Online learning Foodbank collection
Website building Book reviewing
First aid Aerobics Driving skills
Programming Skateboarding**

Speak to your Leader or visit DofE.org/DofEWithADifference
for activity ideas you can do whilst social distancing.

Change your activities in the DofE app or eDofE.



BFS CHOOSES Kindness



Random Acts of Kindness Day, February 17

Random Acts of Kindness Day has grown in popularity each year. It is celebrated by individuals, groups and organisations, nationwide, to encourage acts of kindness.

For 2021, the focus is to 'Explore the Good' and 'Make Kindness the Norm'



Did you know?

Scientific evidence has proven that kindness changes the brain, impacts the heart and immune system, and may even be an antidote to depression. An act of kindness can boost feelings of confidence, being in control, happiness and optimism. They may also encourage others to repeat the good deeds they've experienced themselves – contributing to a more positive community.



Random Act of Kindness Challenge



We are asking students to take part and complete a random act of kindness in their homes or community during half term; Covid safe of course!

These can be as simple as making a cup of tea for a family member, putting a positive message on your window, or a door step drop to someone in the community.

It would be great if we could see your Random Acts of Kindness so we can celebrate them on your return after

half term. Please take a picture and send it to your Tutor or Year Leader. Have a look at some ideas below!



Put a word like "strength", a small quote, or picture on rocks and leave them on paths people frequent.



Send flowers to a nursing home, especially because they aren't allowed visitors right now. Rally your friends to join you!



Drop off a freshly washed blanket to a homeless person.



Send someone your favorite book! Bonus points for including notes in the margins!





DOMESTIC ABUSE SUPPORT

Our Mental Health & Safeguarding team are working hard to support students & families. If you feel that you would benefit from additional support, feel free to get in touch with us via our email address tellsomeone@bristolfreeschool.org.uk should you want to talk about a mental health or safeguarding concern and we can guide you to find the right support for you.



Next Link is part of Missing Link Mental Health Services.

They provide domestic abuse support services.

If you are concerned about your safety and need help and support, please contact Next Link domestic abuse telephone help lines are open 10am – 4pm Monday to Friday 0800 470 0280



Bristol City Council have an excellent resource of agencies that can support you with domestic abuse.

<https://www.bristol.gov.uk/crimeemergencies/abuse-violence>



A space to help children and young people to understand domestic abuse, and how to take positive action if it's happening to you

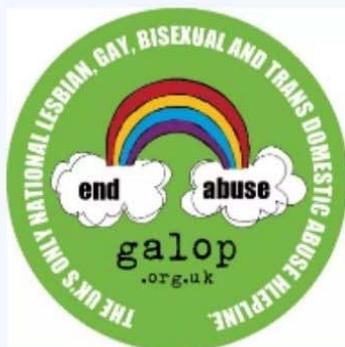
<http://thehideout.org.uk/>



RISE offers specialised, confidential support for Black and minority ethnic communities domestic, racial and sexual abuse support. Interpreters are also available on request. You can contact them by phone on 01273 622 823 or online through their portal service <https://theportal.org.uk/bme/>

Website: <https://www.riseuk.org.uk/get-help/about-domestic-abuse/bme>





For LGBT+ people who have experienced domestic violence, sexual violence or hate crime. We also support lesbian, gay, bi, trans and queer people who have had problems with the police or have questions about the criminal justice system. Operate a confidential service, hate crime reporting service and domestic violence helpline, including Trans specific service.
<http://www.galop.org.uk/>

Respect

The Respect Phonenumber is a confidential and anonymous helpline for anyone concerned about their violence and/or abuse towards a partner or ex-partner (of any gender)

<https://respectphoneline.org.uk/>

Respect

Men's advice line

A friendly Men's advice line where advisors will believe you, offer non-judgemental emotional support, practice advice and information

<https://mensadviceline.org.uk/>

BAVA

Bristol Against
Violence and Abuse

Bristol Against Violence & Abuse - a safe space to talk, seek help or report all levels of abuse from FGM to domestic violence



Somerset & Avon rape & sexual abuse support

<https://www.sarsas.org.uk/>





Male advice and help when suffering domestic abuse
<https://www.mankind.org.uk/>



Specifically for children suffering abuse

<https://www.childline.org.uk/info-advice/home-families/family-relationships/domestic-abuse/>



The Green House provides free counselling for anyone who has experienced sexual abuse at any point in their lives.

<https://the-green-house.org.uk/>

Do feel free to get in touch with us via our email address tellsomeone@bristolfreeschool.org.uk should you want to talk about a mental health or safeguarding concern and we can guide you to find the right support for you.



Ms Townsend, Mental Health & Safeguarding Manager



Mrs Foster, Medical & Safeguarding Officer





Be Informed.
Be Safe.
Be In Control.

Your sexual health is essential and we remain open during lockdown. Please call us to discuss how we can help you. 0117 929 0090

Provided by:



University Hospitals Bristol
NHS Foundation Trust

Brook
3rd Floor,
The Station,
Silver Street,
Bristol
BS1 2AG

Opening times

Monday	12-7pm
Tuesday	12-7pm
Wednesday	12-7pm
Thursday	12-7pm
Friday	12-5pm
Saturday	12-5pm
Sunday	closed

PLEASE CALL 0117 929 0090 FOR ALL SERVICES.

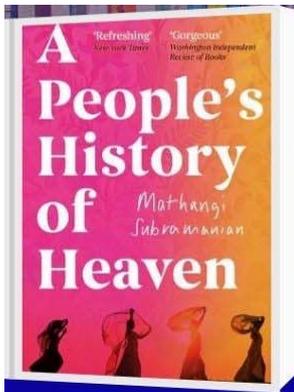
You will be offered an initial confidential telephone consultation followed by a in-person appointment if needed.

OUR FREE AND CONFIDENTIAL SERVICES

- Advice and information about all aspects of sexual health
- Contraception including condoms and long-acting contraception
- Emergency contraception
- Pregnancy tests
- STI tests
- Counselling and 1:1 support

brook.org.uk





BFS READS



Miss Ludwell, Teacher of English

Unless it's because I am teaching a novel, I have never re-read a book. However, that all changed when I read 'A People's History of Heaven.'

I have re-read Mathangi Subramanian's phenomenal novel more than once and it isn't just because it's one of my favourites (partially the reason!). Instead, it's how all of the characters are female and empowering, you can hear their struggles, their resilience and their sisterhood through each of them. There's the unbreakable bond between the 5 girls who are Muslim, Christian, Hindu, gay and straight and each one is relatable, likeable and you're rooting for them from the get go.

On the blurb it says "these are girls who refuse to be silenced" and New York Times wrote: "the women are there for our pity; they are there to be listened to" and that's the beauty of an allegorical novel - meaningful, thought-provoking and ultimately, empowering.

A must read! 5/5.



BFS READS - ONLINE RESOURCES

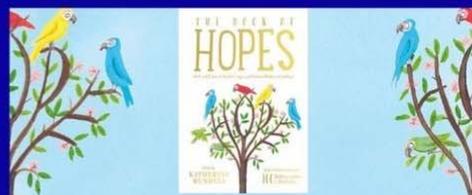
OAK ACADEMY

Steal an elephant with Nizrana Farook



<https://library.thenational.academy/steal-an-elephant-with-nizrana-farook/>

THE NATIONAL LITERACY TRUST



'The Book of Hopes' has a large number of short stories / contributions from a wide range of well-known authors.

<https://literacytrust.org.uk/family-zone/9-12/book-hopes/>

Writing Challenge

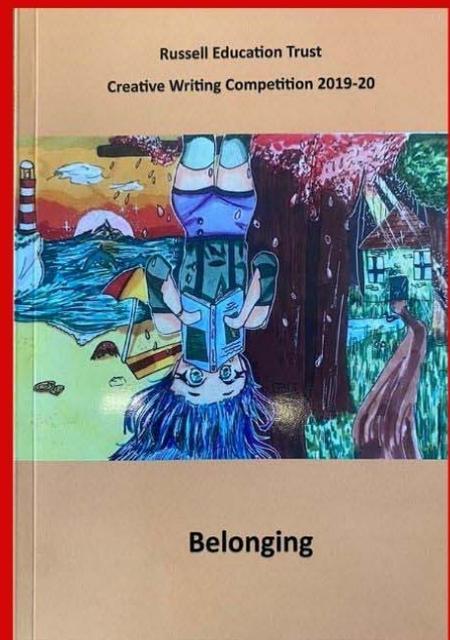
Last week we announced details of the RET creative writing competition - this year's theme is 'change' and your English teachers are all very excited to read your entries. Please have a look at the assignment set on your Teams classroom for extra details and advice from Ms Ludwell.



We at BFS have a proud history of winning this competition, last year's topic was 'Belonging' and our very own Poppy Glasson won the Key Stage 5 category with her wonderful poem - some of the lines have aged very well in current circumstances:

Hungry Hearts

There isn't life in the pictures online.
 Social media removes us from the ordinary
 weekdays that replay over and over.
 When the workers walk head down,
 advancing straight towards the station doors.
 They are all on phones, connected and yet so disconnected.
 Feelings of loneliness linger like cheap perfume,
 consuming human interaction and suffocating it.
 A smile means a lot more now,
 so few surface from the glare of the screen.
 I don't belong in this world,
 but we all eat lies when our heart is hungry.



RET CREATIVE WRITING COMPETITION 2021

Entries of prose or poetry on the theme of: **Change**

Celebrate your writing with the four other schools in the Trust.

The theme this year is **Change**
Interpret that as you choose!

- Word limit: 1000 words
- Entries submitted to your teacher by 31st March.
- Two winners will be selected from each category: KS3, KS4 and Sixth Form.
- All winning entries will be published in a book.
- Win an author visit for your school!



BFS D&T is EXPANDING!

We are excited to bring to you the news that the D&T department is expanding! With the launch of our new A Levels and our ever increasing popularity at GCSE we are in need of new rooms and equipment. In September we will be offering A Level Fashion & Textiles, Product Design and Design Engineering (we are the only school in Bristol to offer an Engineering A Level!), plus our Design & Technology and Food & Nutrition GCSE.

Coming up will be a brand new **additional food room** so that all students will be able to access food practical lessons. A **new purpose built textile room**, with new kit and an **additional new multi material workshop** so that students can use a range of machinery, hand tools and textile equipment.

The building works were scheduled for the school holidays, but we thought we would add a bit of positivity to this lockdown and begin some of the work now. **We would like to thank Mrs Rupprecht, Mr Ashley and our own Mr McCarter for all their hard work making it happen!** We can't wait for all our students to begin using the new facilities and are particularly excited to welcoming our new cohort of GCSE and A Level students. See how the D&T department have been getting on...



Ms Corrigan has been busy reorganising CG17 which will be our new multi media room.



Mrs Ford has been having fun sorting out new equipment for the additional food room.



Mr Lam has been testing out new designs on the 3D printer and printed out a new whistle design. Check out the free software for the 3D Printer, www.tinkercad.com





Miss Burman is VERY excited about moving into a new textile room and is trying to decide what new kit we need.



Ms Street and Mr McCarter have been busy refurbishing CG16 which is to be the new multi material workshop... to be opened in Term 4!



Mrs Day has been testing out our new cricut machine – it's AMAZING! Check out free software and ideas at www.cricut.com



Mrs Gordon has been experimenting with the CNC router in the workshop.



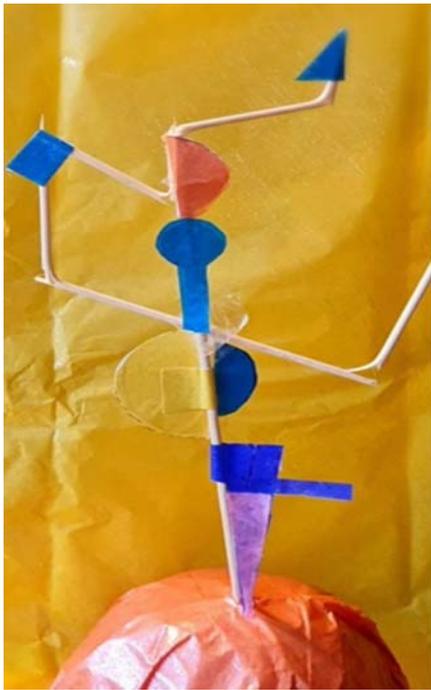
Upcycled plastic bottles that KS3 students have made as part of their Fantastic Plastic 'Challenge' task. Well done— Awura Y7, Mila Y8 and Emily Y7



BFS ART & PHOTOGRAPHY



Year 7 have been creating 3D models inspired by Wassily Kandinsky. We are so impressed with the work coming through.....well done Y7!



Year 8 have been set the Loo Roll Challenge – choose an artist/book/film of choice and decorate a Loo Roll tube in that style. How brilliant are these?



BFS ART & PHOTOGRAPHY



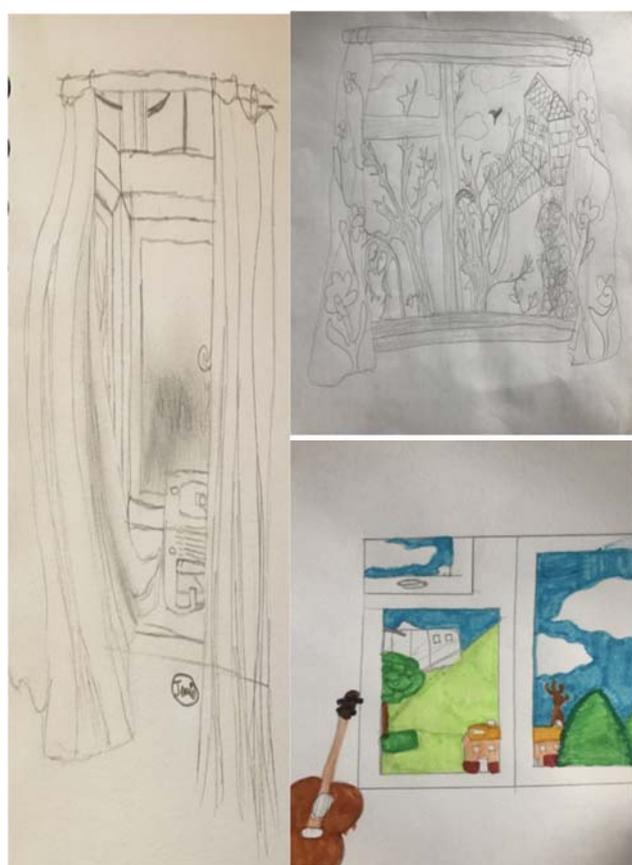
Year 9 have started to submit Photographs for our Photography competition . We hope to create a photobook that documents some of the positives of Lockdown. The book will hopefully be sold to raise money for St Peter's Hospice. These students have created such thought provoking work – this is also to launch the 'new' GCSE Photography course starting here in September.



Year 9 TASTER Day Photography

Here are some lovely examples of quick ideas by Year 9. Finding the alphabet around the home. Taking photos for the taster session. Fab work!

GCSE Art taster day – A room with a view.....here are some of Year 9s responses to the theme 'The view from my window' Amazing work exploring line and observational drawing.



BFS CAREERS

WELCOME

CAREER EVENTS AND OPPORTUNITIES



MR PARRY

HEAD OF BUSINESS AND CAREERS LEADER

HAVE ANY QUESTIONS?

Please contact Mr Parry

Wessex Water- Start your career in an industry that is evolving, challenging and rewarding

Wessex Water has launched its 'talent pipeline' campaign, with more than 100 job roles available for young people in the local region.

Please see the website below for more details:

<https://www.wessexwater.co.uk/talentedpipeline>



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Rolls Royce- School Leavers and apprenticeship programmes

Rolls Royce offers a good array of school leaver and apprenticeship programmes that are a great career route for some of our students.

Please see more details and some informative videos about the different career routes on the website below:

<https://careers.rolls-royce.com/students-and-graduates/apprenticeships-and-school-leavers>



Rolls-Royce



CITY of BRISTOL COLLEGE

City of Bristol College- are holding digital open event that will run from 4.30pm to 6.30pm on Wednesday 21 April. You'll be able to get the information you need about your next steps.

You will also be able to:

- Speak to teachers and lecturers about college programmes
- Book one-to-one meetings about finance, support or careers
- Get support with your application.

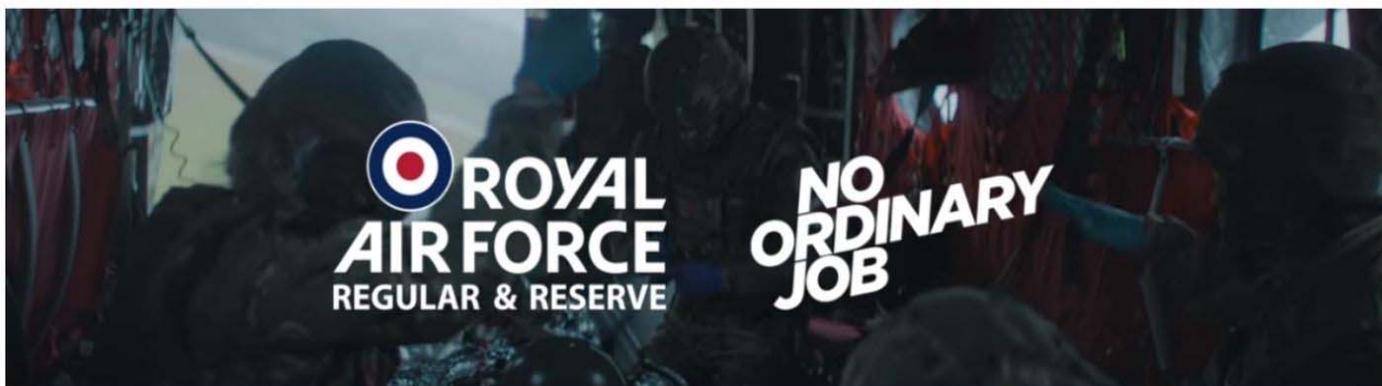
<https://www.cityofbristol.ac.uk/events/digital-open-event-21-april/>



Access Creative College Bristol -Student Takeover Monday 22 February 2021

An online open evening where their students take over and tell you what it is like to study a Creative course with the UK's biggest independent training provider. They will also be holding a live Q+A chat with their students so you can ask them questions. Take this opportunity to gain a real insight into potentially studying with us in September and seeing where your Creative future can take you!

<https://www.accesscreative.ac.uk/open-events/february-imdoingit-event/>



Apprenticeships and careers with the Royal Air Force (RAF)Free Webinar

Apprenticeships and careers with the Royal Air Force (RAF)Free WebinarThe Royal Air Force (RAF) offers a wide variety of apprenticeships, which have great benefits and long-term career opportunities. With diverse and challenging careers available in everything from Communications and Intelligence to Technical and Engineering, the RAF remains one of the largest providers of apprenticeships in the UK. To mark International Women's Day 2021, the RAF in partnership with Amazing Apprenticeships, will be running an exclusive free webinar, ideal for female* students in Years 10-13, to explore the incredible apprenticeship and career opportunities available for them.

All students, Careers Advisers, Careers Leaders, Parents and Carers, and Teachers are also invited to join this exclusive webinar. Join us on 8 March at 2 – 3.30pm to hear from Ambassadors and recruitment staff within different areas of the RAF. The webinar will include an engaging mix of presentations, interactive workshops and valuable Q&A opportunities with a panel of RAF Ambassadors.

<https://amazingapprenticeships.com/raf-iwd/>



BFS MFL THE LANGUAGE AMBASSADOR SCHEME



HAVE A LOOK AT WHAT SOME OF OUR LANGUAGE
AMBASSADORS HAVE BEEN UP TO!

Hi!

嗨

Hola!

WHY LEARN A LANGUAGE



By Will, Year 12

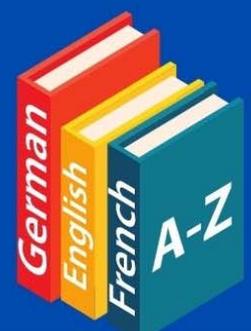
I feel that a big reason people stop learning a language is due to them taking an initial interest in trying to understanding the language itself, but then not being able to see much benefit past this, even if working to become fluent. Despite understanding of the language itself, there may not have been the understanding of the whole world of language, specifically their chosen one, alongside it.

From my experience, it was in Year 9 that I started focusing on Spanish improvement and about taking the GCSE as well as just the enjoyment of the language. What I found was that it took lots of repetition of vocabulary for example to do well, and at that point that was probably the main reason that my grades improved sufficiently for myself to feel confident to take it at GCSE. Another advantage was my discovery of SpanishDict. In essence it's just an online Spanish dictionary but it is websites like that, if used properly to support your learning instead of to cheat yourself, that vastly improve your confidence and as a result- your enjoyment.

On the topic of learning resources, for language in comparison to other subjects, reliable sources seem more ubiquitous- excluding Google Translate of course! It is now easy to watch videos, media and discover (or even create) other resources that aid your language skills. For example it's only been now that I've discovered the advantages of Quizlet. For GCSE language students, I would recommend your own dictionary at hand because during lessons it'll be needed and has helped me a lot through GCSE.

What can't be forgotten is the links language has to so many other subjects, as each encompasses an entire culture. Particularly in A Level I can see clearer links between other subjects I enjoy, even recreationally, such as music and sport. It improved my English vocabulary too.

In addition, there are also links to history- a subject that I love, and I am sure there are links, despite seeming tenuous for some, to all other subjects you may enjoy. At GCSE, the course doesn't extend too far beyond the language and key grammatical skills for example, given how much of the basis of language there is to include. Having taken on Spanish at a higher level, this basis is so helpful. My advice to those contemplating either taking A Level language or a GCSE, or even for anyone taking a language currently- find links to what you enjoy. Discover the culture, and you'll discover that it will help you with the language and what else you enjoy, either in school or in leisure. It improves confidence as much as anything else. It will be important to more aspects to your life and help you in many more ways than you'd imagine. I hope that you all can discover and enjoy language to help you in whatever way!



THE FREEDOM IN LANGUAGE



By Dario Year 9

Eric Blair, more commonly known as George Orwell, was an insightful writer that wanted to warn his audience of the power of language and the way we perceive the world through words. For one he had enrolled in the military and fought in the Spanish Civil War where his enemies were both drastically angled to the left and right in the political spectrum and saw the terrors that were achieved due to these totalitarian governments. He wrote a book named 1984 to warn us of the danger imposed by these corrupt ideologies in which the inhabitants of the 1984's Oceania (a large area covering North America, South America, England and Australia under one tyrannical party :not to be confused with the continent of Oceania) are controlled in many different ways: a citizen's every word and action is consistently under surveillance by 'big brother', the nickname given to the leader of the state, and they are encouraged to stay in line as those who do not are disciplined severely and every citizen is reminded that if they do not follow the rules they will be feel the consequences of their actions.

Other ways of control include the constant indoctrination of made up facts and figures produced in the so called ministry of 'truth' (an example of double speak: an ironic word that doesn't want to achieve the exact meaning but instead undermine it) where they, for example, make the government seem better than it may be and overall create a reality within a world; a reality where captivity becomes freedom, war peace, making it impossible to resist the government because you do not know you are in captivity a phenomenon Orwell liked to call 'double think' where the state imposes something that becomes the new reality (e.g a chicken is no longer a bird but a reptile). Lastly the government of Oceania creates its own language from a basis of small words from the English dictionary so that it does not spark rebellion or any free thinking.

George Orwell wanted to convey the importance of language as it is the way we perceive ideas and transmit them and without language we are left -like in the book- to rely on the government's definition of the matter therefore destroying any free thinking.



LATIN - A DEAD LANGUAGE THAT IS STILL RELEVANT TODAY

Some words derived from Latin

Latin word:	Translation:	English word:	Meaning:
dominus	master	dominant	superior to or in charge of others
ego	I	ego	sense of self
equus	horse	equine	relating to horses
femina	woman	feminine	a womanly trait
audax	bold/daring	audacious	bold/daring

As you can see, there are many similar or identical English & Latin words with similar or identical meanings.



By Lucy Year 10



THE CULTURE SURROUNDING LATIN



●When Latin was spoken in ancient Rome, there was an intricate culture surrounding it. At that time the Roman gods were worshipped in temples and offerings and prayers were commonplace.

●The entertainment in ancient Rome was from games in the circus such as chariot racing and theatre. The culture of ancient Rome was greatly impacted by the Greeks, just as our language has been innovated by the Romans'.

THE SIGNIFICANCE OF LATIN

●As you can see, every language in the world, past or present, can shape the languages and culture of today.

●We mustn't forget these languages that brought so much to our culture, even if they are no longer spoken aloud...



Join a free, half-day event for young people in Bristol who want to know more about how the pandemic has impacted their communities

Register here: <https://www.eventbrite.co.uk/e/are-you-ok-workshop-wellbeing-for-young-people-and-our-community-tickets-132238261199>

Wallace and Gromit developers have launched a new mental health campaign for 17 to 24-year-olds. Lots of helpful resources and videos on their website here:

<https://whatsupwitheveryone.com/>



**MENTAL HEALTH &
SAFEGUARDING**
BRISTOL FREE SCHOOL

MENTAL HEALTH & SAFEGUARDING

Mental Health & Safeguarding Support, Advice & Information

WE ARE HERE TO LISTEN.

If you are struggling with anything, we are here to help - please talk to us. Remember there are lots of different communication styles to suit you. Email us to let us know how you would like to talk.



tellsomeone@bristolfreeschool.org.uk



