

# Penwortham Post



March 2021



Penwortham Girls'  
High School

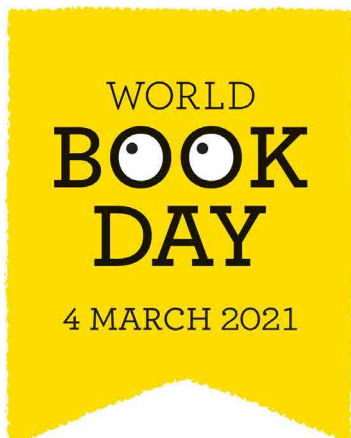
## World Book Day 2021

To celebrate World Book Day and promote reading and wellbeing, we ran a range of activities on the day in our on-line lessons and over the course of the week.

Students in year 7 enjoyed taking part in the official World Book Day Author and Illustrator Academy, looking at the book 'Protect the Planet' with Jess French. They learned all about how to be an 'Earth Warrior'.

Jess French shared tips on easy, everyday changes that students in year 7 could make to help protect the planet. They also explored why 'kindness is key' and how they could make a real difference with simple solutions!

Continued overleaf...



## Welcome to the Spring Edition of the Penwortham Post.



This term certainly didn't start as we had planned, with a devastating return to lockdown and remote learning.


However, I was immensely proud of the way our students coped with yet another setback, and every week our newsletter contained innumerable examples of exceptional work produced at home. Since their return on 8th March, our students have settled back into routines very quickly and, once again, the school is a very busy, purposeful, and a happy place to be! When they return after Easter, students will be able to socialise as a year group outside and take part in sports clubs after school. These are small steps, but definitely ones in the right direction. Let's sincerely hope that we keep moving forward throughout the Summer Term!

In the meantime, on behalf of the staff and governors, I would like to wish you all a peaceful and enjoyable holiday.

With very best wishes,  
Karen Pomeroy  
Penwortham Girls' High School




## World Book Day 2021



### The Right To Read!


In 1989 the United Nations set out the 'Rights of the Child' – These are certain things that every child should have the right to do and have access to!

World Book Day links directly to three of these rights!




17

ACCESS TO INFORMATION





29

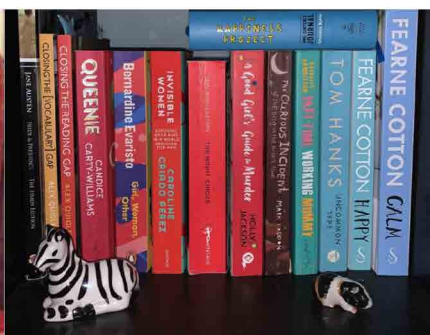
AIMS OF EDUCATION



31

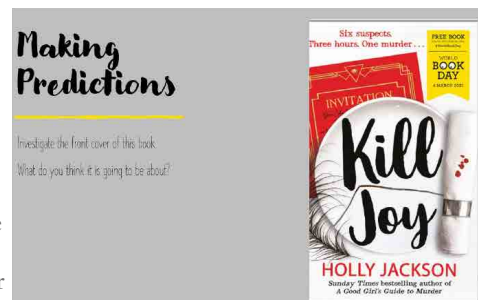
BEST PLAY, CULTURE, ARTS





Students in year 8 engaged in lessons that linked to the Rights and Respecting Schools Award that we are currently working towards at PGHS. World Book Day links directly to the right to have access to information, the right to education and the right to have access to rest, play, culture and arts. Students in year 8 explored the ideas behind these rights and then went on to explore characters in their favourite books and whether these characters got to enjoy their rights.

Students in year 9 further built on their learning from the Autumn term and the genre of Murder Mystery. They enjoyed exploring the opening of 'Kill Joy' by Holly Jackson – her prequel to 'A Good Girl's Guide to Murder'. This lesson was about engaging in reading for pleasure and exploring a text to make predictions.



As well as individual lessons to celebrate World Book Day, we ran a staff and student competition, where they had to guess which staff members were hiding behind a book and which 'shelfie' belonged to which member of staff. Our staff team produced some brilliant pictures with clues for us all to decipher. Over 400 of our students took part in the competition and there was a winner for each year

Miss Snowdon, English Department

### Winners:

Year 7 - Amy M

Year 8 - Adanna A

Year 9 - Isabella W

Year 10 – Laura G

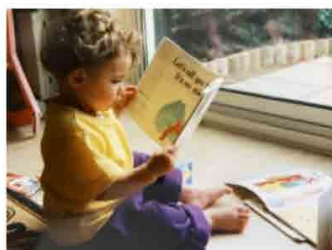
Year 11 – Sana M

### Staff:

Mr Bretherton (1st place);

Miss Wignall (2nd place);

Miss Garlick (3rd place)



Lancashire's Virtual Easter

# DISCOVER CAMP

Tuesday 6th - Friday 9th April

**FREE**

**ALL AGES CLUB  
4-16 YRS**

**FREE DIGITAL  
ACTIVITY PACK!**

**BOOK YOUR  
PLACE TODAY!  
LIMITED PLACES**

Arts & Crafts  
Get Active!  
Drama  
Fun Workshops  
Wellbeing Activities

**Plus much much more!**

Brought to you by:

Lancashire  
County Council

WEST LANCASHIRE

YOUTH  
ACTION.

SHARES

More information at:  
[DiscoverCamp.YouthAction.org.uk](https://DiscoverCamp.YouthAction.org.uk)

Due to Covid all sessions will be online

Registered Charity number 1142935

## Brand New! National Online Safety Mobile App

It's time to get #OnlineSafetySavvy

Children are spending more time than ever online. As adults, we need to do everything we can to keep them safe in the digital world. However, with new apps, games and platforms emerging every day, how can you stay in the know?

Say hello to the new National Online Safety mobile application.

With all online safety knowledge available at your fingertips, the NOS app empowers parents and teachers to understand and address online safeguarding risks – anytime, anywhere.

The world's most comprehensive online safety app, it's packed with insightful courses, explainer videos, webinars and guides on topics that will help you protect the kids you care about when they're online.

FREE Online Safety App for Parents & Educators!

We're excited to launch our FREE mobile app, giving you access to instant information about the latest apps, games, devices & more.

Download for apple: [hubs.ly/H0BwQjL0](https://hubs.ly/H0BwQjL0)

Download for android: [hubs.ly/H0Bx0tp0](https://hubs.ly/H0Bx0tp0)





## Archie the Therapy Dog

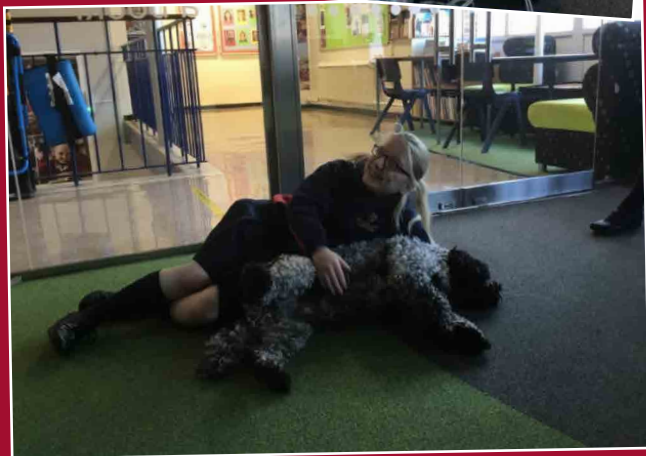
It wasn't all work and no play during lockdown for those of us who were still attending school.

We were lucky enough to be visited by Archie the therapy dog! On quite a few occasions, he came to stay with us for an hour or so and we could take him for walks around school, play ball on the netball courts or he could just chill with us whilst we were working - although not much work got done whilst Archie was around!

Archie can be regularly seen around school. He visits from another school, thanks to Mr Ramsdale!

Everyone immediately feels relaxed when Archie is around and I have yet to meet someone who doesn't stop to say hello when he is with us - he really is a miracle worker!

Ms L Avery



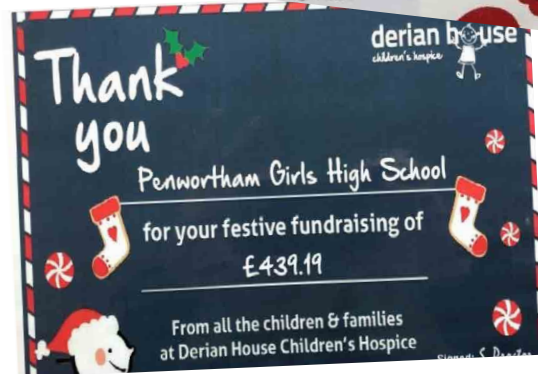
## Charity Donations

Despite the challenging circumstances, PGHS students and staff have continued to offer their support and generosity to the invaluable work of many local and national charities.

We have recently been informed of the final totals for two important causes that were supported in the Autumn term. Our school community raised an amazing £220.09 for the British Legion's Poppy Appeal and a remarkable £439.19 for Derian House Children's Hospice.

Both of these charities are incredibly grateful for our significant contribution and it once again proves the generosity and thoughtfulness of our school community, especially in such difficult circumstances. Many thanks to all those who donated to both causes.

Mr Herbert, Associate Assistant Headteacher



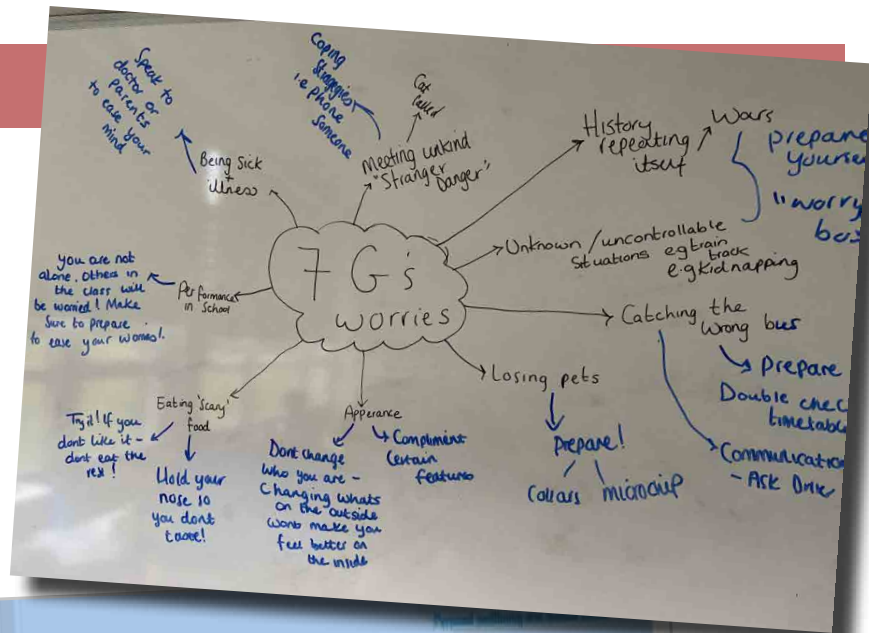
# Life Skills

A big focus for Year 7 since our return has been looking at their values, opinions and worries. This has been completed using the new Collins resources.

Here is a lesson on worries and anxieties with some of the work that 7G have been completing in class.

After the Easter break, students at KS3 will be continuing with their Life Skills course. There will be the usual topic update and sources of support and advice for continuing the discussion at home. This will be in the first newsletter after the Easter holiday.

Mrs Cahill, Life Skills Co-ordinator



## UNIT 3: YOU AND YOUR FEELINGS - ANXIETIES AND WORRIES

### 3.1 Feeling worried or anxious

Everyone feels worried at some time, but what matters is being able to manage your anxiety.

#### What worries you?

1. I worry about lots of things. Am I normal? Am I attractive? What do other people think of me?

#### What makes you feel anxious?

1. I'm anxious about the trip we're going on to this outdoor activities centre. We're going to do rock climbing and I'm scared of heights.
2. I'm the goalkeeper and our team has reached the final of the county cup. I'm worried I'll let the team down.
3. Recently my parents have been towing a lot. I'm worried they are going to split up.
4. 'We've just moved and I'm going to a new school. I'm worried I won't make any friends.'
5. 'I'm worried that I haven't done enough revision and I won't do well in the tests.'
6. 'I'm really worried about the holiday they've booked. We're going to Cyprus by plane and I'm terrified of flying.'
7. 'I'm worried about going swimming and that everyone will stare at me because I'm overweight.'
8. 'I'm worried about people finding me unattractive because I've got to wear glasses.'
9. 'I'm worried about my grandpa. He's got Motor Neurone Disease.'
10. 'I'm worried about falling out with my friends because they went to the cinema together and I wasn't invited.'
11. 'There have been some break-ins in our street and I'm worried about going to sleep in case someone comes into our house.'
12. 'I'm worried that something has happened to our cat. We haven't seen her for five days.'

#### YOUR CHOICE

Some worries are more serious than others. On your own, use a scale of 1 to 10 to say how serious you think each of them is, with 10 being extremely serious.

Then compare your answers with a partner.

#### WRITE

Imagine that the 12 people who made those statements wrote to Erica, an agony aunt, asking for her advice. Choose two statements and draft Erica's replies to them.



#### Coping with worries and anxieties

There is an old saying, 'A worry shared is a worry halved'. The best thing to do is talk to someone. Sharing your worries will help to put them in perspective. It may also reveal the action you need to take, or where you need to go to get help.

#### Are you self-conscious?

Do you get anxious when you have to do things in front of other people? Are you self-conscious, or doesn't it bother you? Read the anxieties people have written to Erica about opposite and her answers to them.

### Ask Erica

Dear Erica  
I don't like it when I have to give a speech to the rest of the class.

Anthony

Erica says: It's natural to feel a bit anxious when there is pressure on you to do something you'd rather not do. But you'd be surprised to know that even the most experienced speakers get nervous before talking to an audience. Try to look calm and confident even though you don't feel it, and tell yourself that you can cope.

Dear Erica  
I get tongue-tied when I meet friends of my parents.

Emme

Erica says: It can be difficult when you meet people you've never met before. Prepare some phrases that you can use like, 'Did you have a good journey?', 'Have you come far?' 'I'm very pleased to meet you.' Make 'small talk' to break the ice.

Dear Erica  
I can't bear it when I make a mistake and everyone laughs at me.

Jared

Erica says: Don't worry! We all make mistakes, including the people who are laughing at you. Whatever you've done, try to see the funny side. If you can laugh at yourself, you can make the mistake less embarrassing.

Dear Erica

When I go into a room full of people I feel as if everyone is looking at me and judging me by how I look.

Vivianica

Erica says: You may briefly be the centre of attention, but the chances are that you think more people are looking at you than actually are. The people are probably involved in conversations and, although they may glance in your direction, it will only be briefly.

Dear Erica

I'm embarrassed when people say things like, 'Haven't you grown?', and 'I remember you when you were a baby'.

Rufiya

Erica says: It's annoying, but it's not really important. You just have to put up with it - especially from elderly relatives, who usually mean well.

#### DISCUSS

Think about each of the people who have written to Erica. Discuss the questions below.

1. Can you understand why they feel anxious and self-conscious?
2. Do you think Erica gives good advice?
3. What further advice would you give them?

#### WRITE

Think about a time when you felt embarrassed and self-conscious. Write a couple of paragraphs about it.

- Explain how you dealt with the situation.
- Say how you handled it and whether you could have handled it better.

#### RESEARCH

When fear causes such anxiety that it stops someone from doing something, it is known as a phobia. Use the Internet to find out about two or three common phobias, like the fear of spiders or flying, and how to deal with them.



# Creative Arts and Technology Faculty News

## C.A.T. Faculty / Design and Technology Social Media News

Check out the brand-new D&T@PGHS YouTube channel!

Find out about GCSE Product Design and Textiles by watching the options videos. More videos to be added in the next few weeks including tutorials, careers advice and much more!

**All things Design and Technology to inspire you!**  
**Click the link below to visit our YouTube D&T Video**  
[https://www.youtube.com/channel/UC\\_UP3An6fFsQBsZ\\_3OqgoCg](https://www.youtube.com/channel/UC_UP3An6fFsQBsZ_3OqgoCg)

Plus, for computing, arts and technology news please follow [@CATfacultyPGHS](#) on Twitter.

Mrs Gornall & Mrs L. Gornall, Design and Technology/STEM

## Art

### Feature Artists: Leisa Rich

Leisa Rich uses old materials and fibre art techniques in new ways - transforming new materials and techniques in ways they were not originally intended for.

She works with free motion stitching, otherwise known as machine embroidery, as a way of 'painting' and building texture with sewing thread on a sewing machine and manipulating a fascinating material called Fosshape®.

She also dyes, paints, burns, melts and hand embroiders her pieces. Further examples of the artist's work can be found on the website below:  
[www.monaleisa.com](http://www.monaleisa.com)

Mrs Morris, Curriculum Lead for Art





## Art

### Home Learning Stars – Excellent effort seen by Art and Photography Students so far

I am delighted to say that we have continued to receive a number of beautiful uploads from our talented PGHS students during this home learning phase.

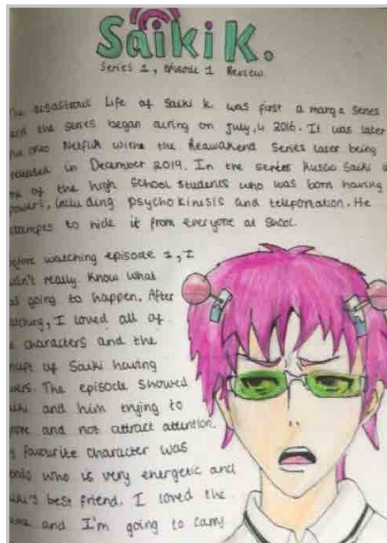
Well done,  
everyone!



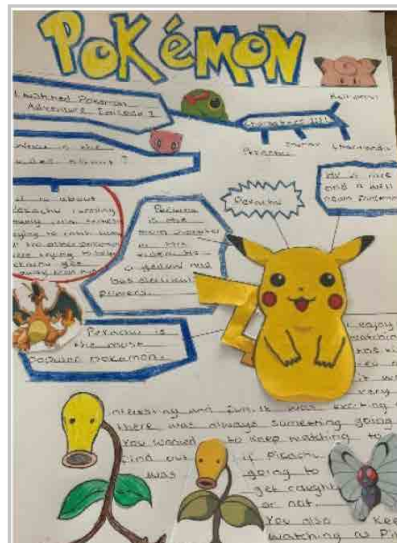
Year 7 Mehndi Art : Lydia W and Sofia W



Year 8 Sweet Treats : Francesca C and Keyah W



Year 9 Anime : Evie M and Saniya P



Year 8 / 30 Day Photography Challenge: Isabelle B

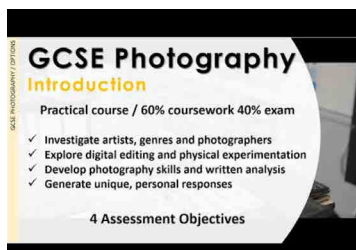
# Creative Arts and Technology Faculty News

## Art

### Launch of New Options Videos and Website Updates for 2021

This week sees the launch of our newly created options videos for GCSE Art & Design and GCSE Photography.

Both are now live on our YouTube site and the links are below. We have also made some changes to our GCSE website to include further information about our option choices and how we assess students' work.



[https://www.youtube.com/watch?v=-us-5ttH\\_YI](https://www.youtube.com/watch?v=-us-5ttH_YI)



<https://www.youtube.com/watch?v=jf3nPgkwrHc&t=13s>

<https://gmorris85penworthamgirls.weebly.com/>

### Virtual Photography Exhibition

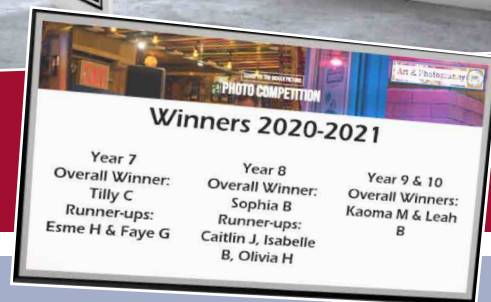
Here is the PGHS Virtual Photography Exhibition 2020-2021.

We called on all visual storytellers to capture the untold consequences of COVID-19 on people's lives and livelihoods. Well done to all who entered and congratulations to this year's winners.

To see all the entrants, click on our Virtual Exhibition:

<https://www.artsteps.com/embed/600eb3a813b27d59f3b6fb03/560/315>

Miss Morris, Lead Teacher for Art & Photography





## Computing

### Year 7 Computing

**Y**ear 7 are currently in the process of learning a range of scratch skills including variables.

They will go onto designing and creating their own game about healthy eating and educating others about being healthy. The games will need to include a variety of scripts, sprites and variables.

These games will be evaluated and then assessed. I am looking forward to seeing the girls develop their imagination and see what they can achieve. Good luck, girls!

### Year 8 Computing

**Y**ear 8 have been learning about binary and hexadecimal.

Next term they will be learning about an introduction programming using 'Python'. This will be the first experience of programming language for the girls and I am excited to watch them learn about the opportunities it can open up.

### Year 9 Computing

**Y**ear 9 are continuing with creating websites for a music festival.

They have learnt a range of creative skills including logo design, merchandise creation and website development skills. There have been some amazing websites created. Well done, girls!

Next term, we will be looking into the programming language, 'Python', that will enable the girls to learn a range of programming techniques. We will also be looking at potential option areas of computing including Media.

### GCSE Computer Science

**Y**ear 10 have been completing an assessment about the environmental and ethical impact of computing in everyday lives.

They have produced some amazing results. Well done, girls!

Next term, they will be learning about networks and how different networks operate.

Year 11 have been completing exam papers after they walked through various exam papers last term. We have recapped pseudocode again to build confidence in this area. This has clearly worked as the girls are more confident at answering these questions. They are now preparing for the mini-assessment window that will begin next term.

Good luck, ladies!

### BTEC Creative Media and Productions

**Y**ear 11 are in the process of gathering all the evidence needed to complete component 3.

They can either produce a publishing document or website for 'Green for Teens', to raise awareness about sustainability and look at a variety of ways they can change their lives to help the environment and climate change. They have to research ideas and then plan their product before creating this.

There is, as always, some incredible work produced. I'm looking forward to seeing the finished products.

Mrs Bennett, Curriculum Leader for the C.A.T. Faculty

## Technology

### Design Technology KS3 Update

#### Year 7

Students have been learning all about Fairtrade foods and other products, including cotton, gold and even footballs!

They have made some wonderful, detailed leaflets explaining the benefits of going Fairtrade.

They have also been given the opportunity to further develop their food and nutrition skills by making a Fairtrade recipe at home.

This can be done over Easter and we would love to see pictures of any cooking or baking done!



#### Year 8

In year 8, students have been designing a solution based on the theme of 'Home' as part of the V&A Innovate competition.

All completed research and design sheets will be entered into the competition and will receive a certificate.

Selected finalists will be invited to attend the annual V&A Innovate Pitching & Awards Day in the Summer Term 2021. A selection of prizes, including plaques, trophies and workshops with designers, will be awarded to winning students.

Here are just a few of the original and creative responses to the brief.

Mrs L. Gornall, Design and Technology/STEM

### Year 9 Design & Technology: Fashion & Textiles

**Y**ear 9 students have made an excellent start in their Eco-Fashion project.

Students have been experimenting with a range of different fabrics and fibres through a fabric testing activity, along with having a go at making their own different weave patterns.

After Easter, students will be asked to bring in a piece of clothing they no longer want, to redesign, restyle and remake into a new, creative design based on one of the following artists or designers;

- Vivienne Westwood
- Alexander McQueen
- Coco Chanel
- William Morris
- Mary Quant

I can't wait to see what new and innovative designs our budding fashion designers in year 9 come up with and hopefully in the summer term, we can showcase all their hard work through a PGHS fashion show!!! Watch this space.

Mrs Freer, Design and Technology/STEM





## Technology

### Design and Technology 'Inspiration Station'. Items wanted!

Have you got an old mobile phone tucked away in a drawer? A Nokia 3310 from 2001 (probably still with battery life in it!) A Gameboy or other hand-held console?

The D&T department are wanting to develop an inspiration station of 'small' electronics and tech items from yesteryear.

If you are able to donate any small products (not working is fine of course!), please drop off at reception or hand to a member of the D&T department (in a Covid safe plastic bag please).

Mrs Gornall  
Design Technology



## Technology

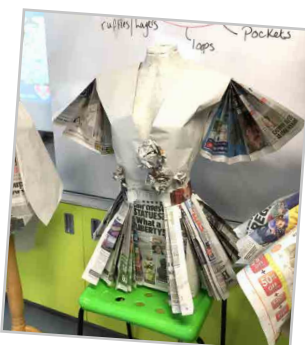
### Year 10 GCSE Design & Technology: TEXTILES

Students in GCSE Textiles have been having lots of fun this week experimenting with style and structure of garments.

The students worked in teams to create a garment based on a image of a natural form, out of recycled materials and paper.

The Students produced some very original and creative designs, whilst developing their knowledge and understanding garment construction.

Mrs Freer, Design and Technology/STEM





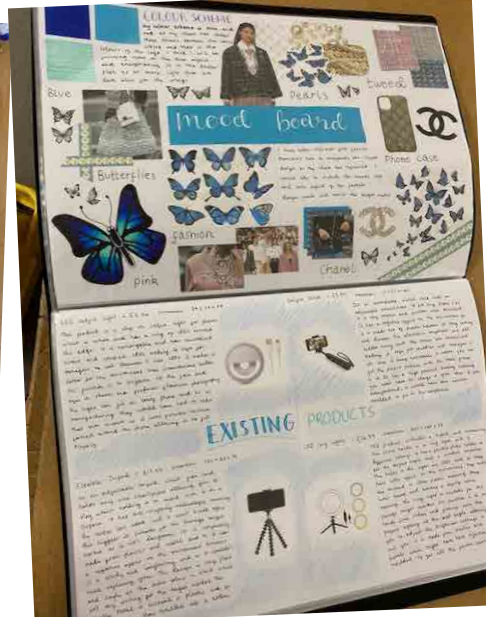
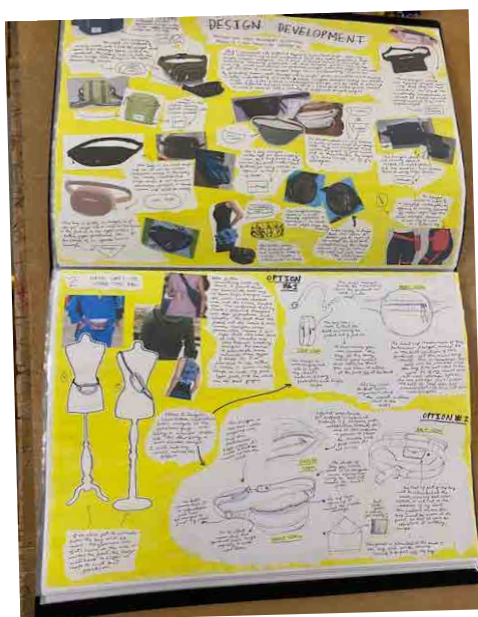
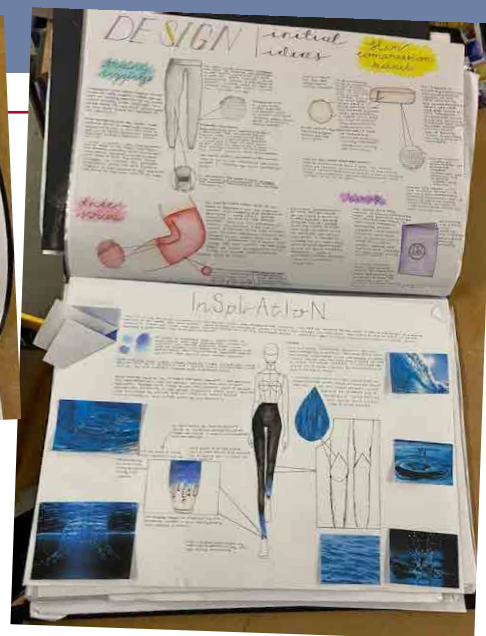
## Technology

### Year 11 GCSE Design & Technology

The year 11 Design & Technology students have been working extremely hard throughout lockdown and since returning to school to complete their NEA.

I extremely impressed with the standard and quality of the work which students are producing and the dedication which all students have demonstrated throughout the last few months. Here is a little glimpse of some of the outstanding work being produced in Design & Technology this year. Well done, everyone!!

Mrs Freer, Design and Technology/STEM



## Geography News

Welcome back Geographers! It has been fantastic to be back in lessons and tackling some really interesting topics. This is another opportunity to say a huge "well done" to you for your home learning efforts; the Geography team were blown away by some of the work we received and the way in which so many of you engaged with the lessons that we produced. It was also a pleasure to see many students work independently to take their Geography curiosity further and attempt extension and enrichment tasks.



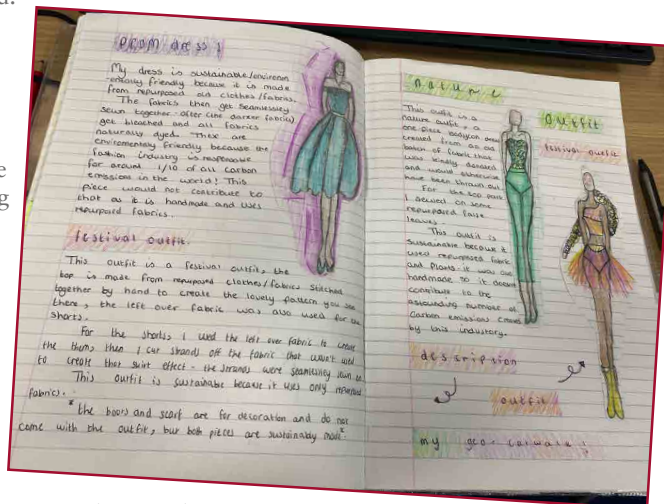
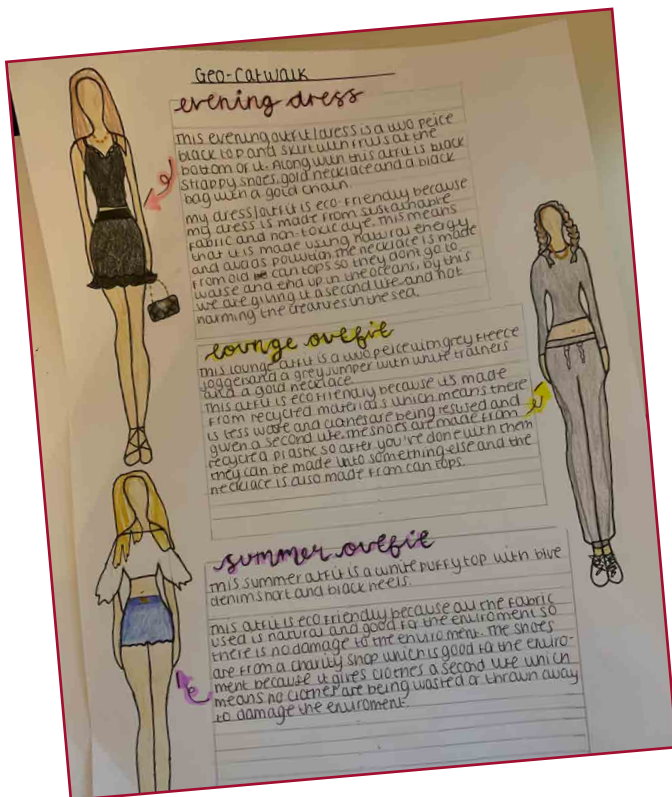
## Lower School

The shift round in classes has meant it's been a pleasure for the Geography teachers to meet a few new faces.

Years 7, 8 and 9 are tackling units of study on Migration, Mountain Landscapes and Tectonics respectively and the standard of work produced so far has been very good.

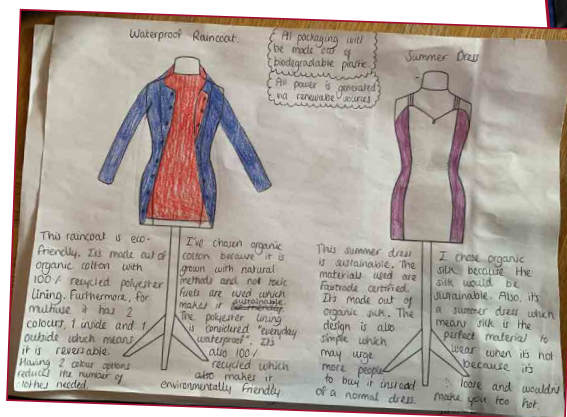
Towards the end of home learning there was some excellent work produced, with the Department feeling the Geography of Fashion Geo-catwalks were a particular highlight.

There are some examples of work here and on following page from Ella & Evie, Jessica, Skye, Amber, Isabella & Aasiya.





# Geography Department News



Another piece that really caught our attention was the creative writing task we set on World Book Day, asking Year 8 to write creatively about mountains. Here are just a couple of examples – well done to Bethany & Laila.

## The last climb

It had been a wet winter. The rain had been sporadic yet persistent in recent months so the snow had thawed and iced up regularly making the grass slippery and shiny. Jack Thornton didn't care. The few he had told about this trip had warned him repeatedly he was crazy for attempting to climb Mount Goliath in the winter months. He had simply shrugged and changed the subject. They didn't know the truth, the truth that meant none of it mattered anyway.

He gazed up at the towering shape in front of him and grimaced. Hoiking his bag over his shoulder and making sure his harness was tight and fastened one last time he grabbed hold of the first rock he could see and hauled himself up. As he climbed, slowly and steadily, his mind flashed back to his last conversation with Dr Smith. 'How long?' he had asked, staring into her eyes without blinking. She took his hands in hers and shook her head. She didn't need to speak- he knew. He knew by the headaches, blurred vision and feelings of restlessness that it wasn't long.

That night when Molly had asked him if he was ok he had smiled and said 'course!' Busying himself with painting the bathroom and taking his dog Henry for a walk was much easier than telling her the truth. She would know soon enough anyway.

The air was getting thinner, he could tell. And it was so cold. He began to feel nauseous and light headed. As he looked behind him he could tell he had already come a fair way and the sun was starting to rise. Glimmers of light sparkled and danced behind the tops of the mountains and he smiled. Not long left. The dawn broke slowly and then suddenly, bathing him in warmth as he reached the summit and threw his bag on the floor. His arms ached and his head hurt but he felt elated. Elated and ready. Ready to die and face the next adventure.

## Creative mountains

LO: To write creatively about mountain landscapes

Time was running out. They were halfway up the mountain and still had ages to go. They knew they shouldn't be there but they had no choice but to get to the top of the mountain since they were being chased by Snow Leopards...

It was tough to get through the thick layers of snow piling on the mountains, that slowed them down. It was cold. Sam had an idea to hold up the leopards. He would go down and distract them meanwhile everyone else ran. Eve said it was a bad idea because he might not survive. He told her to trust him and run.

He ran down, kicking the snow to confuse the hungry animals. He was terrified. He sighed. Eve and the others were getting higher which was good. They kept going, feeling tired and weak. Eve was looking back to see if Sam was around but there was no sight of him. Her stomach dropped.

It felt like it was getting colder. The mountain looked steeper. Their legs felt heavy and sore. But they knew they couldn't give up, especially Eva. Everyone just carried on through the pain and snow.

All of a sudden, they heard a cry from down below. Could it be Sam? It was Sam! Eva gave out a laugh of relief. But he looked injured. A few people from the group went down to go help him up along with Eva. He has been scratched by one of the snow leopards. He was bleeding. They had to act fast if they wanted him to be ok.

Sam's injury made the journey to the top even harder than it was in the first place but they would never leave him. Someone took off their jacket and wrapped it around his leg to hopefully stop the bleeding. Eva looked up, they were so close to the top.

They made it. They were at the peak of the mountain, finally. They all laughed. Eva hugged Sam. Now they were trying to get attention for rescue. However, it sounded like something was getting closer. It was the leopards; they had found them...

## Year 10

The return of face-to-face teaching has coincided with a new unit of study for Year 10 who are looking at the availability, use and management of energy resources.

Once again, the department has been impressed with your attitude and commitment during lockdown and hope to see you keep this momentum going now that we are back in the classroom.

Year 7 have just completed some work on empathising with illegal migrants across the US-Mexico border. Some of the best migrant diaries will be shared in future newsletters.

### Year 11 – the home straight!

So, here we are on another journey into the unknown!

Over the course of the next half term, Year 11 GCSE Geographers will be sitting a range of assessed tasks covering all six topics of the GCSE syllabus to produce evidence for the grades that the department will be awarding in June.

Students have been provided with an assessment programme so they know what topics are being assessed at each stage of the process, and we will be working together in class on our exam technique in preparation for these. As a group, you have faced up to many challenges over the last 12 months, so I believe you are more than ready to face this one head on. Follow the advice of your Geography teacher carefully and work hard on your preparations. You can do this!



### Where's Earthy?



Earthy is once again staying pretty local – do you know where he is? Email your answer, (from your school account please) to [g.bowles@penworthamgirls.lancs.sch.uk](mailto:g.bowles@penworthamgirls.lancs.sch.uk). Class Chart medals for every correct answer.

*Have a lovely Easter break, be safe! Mr Bowles*



### Governors

By the time you read this newsletter, school will have been fully open for a whole 3 weeks!

Of course, many students will have attended every day throughout lockdown and all students will have been studying, whether at home or at school. It has been a very strange time and I think we are all relieved to see the light at the end of the tunnel! All things considered, I find it remarkable that we have been able to change our ways of working so rapidly and so drastically. In the hope that we do emerge next term, we need to look back and reflect on how much we have achieved in such incredible circumstances. We have now undergone four consecutive school terms of disruption, meaning over half a school year of partial school closures! Two cohorts of year 11 students have had disrupted GCSEs and weeks of uncertainty. We need to move forward now and be kind to ourselves and others for all we have been through.

Governors have listened to feedback during this time and supported school leaders in amending ways of working where possible. We have ensured all statutory responsibilities are covered, have reviewed risk assessments and looked carefully at the ways in which the curriculum delivery has been amended to take into account the variety of methods in use. We know that students will not have worked at the same pace as each other and that many will have suffered through working on their own. It will take a while to overcome some of the issues but this term, we were keen to see all students settle into school routines again as effectively as possible. I have been proud to see how smoothly the return in June 2020, September 2020 and in March this year has gone and, on behalf of the governing board, would like to thank all the students, staff and volunteers who made the testing process run effectively also. To be used as an example of good practice more than once for the BBC, is praise indeed.

Next term, as lockdown eases and we hopefully emerge to a 'new' normal, governors will be looking forward to a term of 'healing' where staff and students start to address gaps in learning but also where we all take time to review our own mental health. The role of the governing board is to support and to challenge and we will continue to do both, but we should all – staff, parents, students and governors – remember what a challenging this year this has been and how much support we all need to move forward. Let's look forward to a more settled summer term, a way out of lockdown and better weather, which will prepare us all for a more positive way ahead.

Ms L Russell-Hayes, Chair of Governors

## Governors Review of Remote Learning



Even though many aspects of school life are not working ‘as normal’ during this pandemic, governors still have a duty to monitor the effectiveness of the school provision.

The recent publications by the government and Ofsted, gave us an opportunity to reflect on how well we are satisfying the requirements around remote learning. Through frequent ‘zoom’ meetings with the governing board and via information shared by school, we remain in awe of what the school staff manage to provide for all students, whether students attend school in person or access remote learning.

We have also been made aware that the school is frequently quoted as an example of good practice across Lancashire by the advisory team; this gives us great confidence that the adopted approaches are the right ones.

In mid- January, Ofsted and the government both published information and guidance on remote learning, against which governors have been able to reflect on school strategy. It outlines four examples of what is meant by remote learning:

- Any learning that takes place outside the classroom.
- Online learning – anything accessed via a digital platform.
- Blended learning - where there is a mixture of online learning and face to face learning.
- Live lessons happening in real time or accessed by students later.

The guidance goes on to outline some facts and to bust some myths about what remote education is and what it is not. The governing board noted in particular the following points made:

- Remote education is not different in its aim to provide high quality learning for students; it simply does so via a different means because we cannot all meet face to face currently. School will follow the same schemes of work as normal and will deliver them in a way best suited to the intended learning.
- Sometimes remote education will consist of a live lesson, but equally sometimes the best method of learning is via a worksheet, textbook or presentation. Five hours per day learning by students requires a variety of approach, as you might imagine.
- Feedback is as important as ever to avoid misconceptions and clarify learning points. The method of doing this might be via chatroom discussions, interactive tools such as quizzes or via question and answer during live lessons or in written feedback.
- ‘Some think that a live lesson is the ‘gold standard’ of remote education. This isn’t necessarily the case.’ ‘Different approaches to remote education suit different types of content and pupils.’ (Ofsted 2021)

Governors will continue to monitor the school’s strategies in this area and to assess their success as the restrictions (hopefully) begin to loosen.

We have been encouraged by the positivity of parental, student and staff feedback and also by all of the examples of excellent work that we see weekly through this newsletter. We continue to be guided by the ever-changing COVID risk assessment completed by the school and throughout, remain conscientious of our role in monitoring the safeguarding and wellbeing aspects through close scrutiny.

Ms L Russell-Hayes  
Chair of Governors



## Year 7 Medieval Middlefirth Historical Fiction

**Y**ear 7 students have been working hard learning the key features of life in medieval English towns and villages. As part of their learning, students have studied the different crimes and punishments used during the medieval period, and have written some gripping historical stories in response. Their task was to write a compelling historical crime story based in medieval Middlefirth, where a crime wave had broken out.

Of all the fantastic stories written, the following students deserve extra recognition for their efforts:

Vidhiya P, Grace C, Charlotte P, Ruby W

Mr Herbert, Curriculum Leader for History

### The Middlefirth Mystery

Thunder roared across the streets of Middlefirth, deluging sheets of deluging rain. Like a lion, the wind roared ferociously, battling the weak houses, which were on the edge of collapsing.

"How listen to me you filthy peasant, if you overthrow the Lord of the Manor, great riches and wealth will come to you. Understand?" a shadowed figure mumbled.

"But why? Our Lord is cruel, but serious consequences could occur. Who in the world are you anyway?" the peasant replied, shivering in the blizzard-like climate.

"I insist that you do it, and you must not tell anyone I told you! Remember the money..." the tone of his voice drastically changed, becoming more angered and restless.

"You have my word," the peasant whispered in fear, as the mysterious figure stepped into the shadows.

The shimmering sun rose over the horizon, making the river sparkle like a million diamonds, which meant it was a new day. I went outside into the fresh air and began to grow a new batch of crops. My job is to work as a villager, so I always get to see all the village citizens coming out of their homes. Instantly, I realised something. What was everyone? My heart raced, and a rush of worry came over me - we don't have a village meeting right? I looked around, until I heard a noticed a loud riot over by the river.

"We cannot put ourselves in danger like this!" one man bellowed.

"The money! Think of all the riches we could have!" another cried persuasively.

"Everyone stop!" I screamed, as they all turned to me in silence. "What is going on here fellow men? Rickering like this will surely alert our Lord. We must silence at once!"

"This malevolent man wants to overthrow the Manor, for money!" a young boy walked towards me, as the crowd separated.

"What? That is insane, and who would possibly be wealthy enough in this village to give us money and riches?" I asked confused.

"I'm not supposed to tell you, but this person told me to do it. We could have money! Not live in poverty, under the Manor's strict rules!" the peasant (called John) explained, followed by eager agrees in the crowd.

My eyebrows raised in interest. Middlefirth has always been known as a mischievous settlement.

"We do this then, for money and for a better future, but no one says a word to anyone else. We need to find out who this person is," I announced confidently.

The search was on and planning began, but no one knew what was happening in the Manor's house.... "Hahaha! No one will ever see this coming, my plan is all set! These filthy peasant have fallen in to my trap!" laughed the Manor's brother manically.

"What are you talking about Henry?" asked the maid suspiciously, cleaning the ancient hallway.

"Oh! You gave me a right scare there Mary! Nothing, just talking to myself," flinched Henry, in fright.

"Oh, well then move to the side please, this floor won't dust itself!" Mary the maid exclaimed.

After 3 days of planning, we decided to act at the Christmas village meeting, and persuade everyone. We had to make sure no one would "see and cry" on us, or snitch. Hopefully, this works, or else we will have no tomorrows by the New Year! Night had fallen, and everyone had gone to sleep - well we thought. When we had finished the final preparations, we heard a shout behind us.

"These men! Spreading rumours about overthrowing our dear Lord! How horrible!" Henry explained (he was the constable for this year), as 2 strong men stood behind him, not looking very nice.

"You have to hear what we say, first, give us a chance tomorrow!" I argued desperately.

"Have it your way, but if we don't agree, you all will be hung, drawn and quartered!" shouted Henry, as he began walking away. How did he find out? Our lives all depend on tomorrow now...

It felt like the next day was actually a whole year later. We had to present our argument and I really wish we could have waited a century longer for this.

The afternoon had briefly begun, as everyone in the village - including the Manor - surrounded us in confusion.

"We were told to get rid of our Manor, by an anonymous person, for money," the crowd gasped and mumbled scattered around the village hall. Every inch of my body told me to stop, but I had to go on. "We deserve better, not being thrown around like animals, and told to always follow the rules. We are better than living with a cruel and rude Manor. We deserve more!" I had never felt more mighty. I was a true firebrand. The crowd cheered, but the Manor was a tomato about to explode!

"See! Look, they have a point, but they shall be hung for thinking of this wicked idea I will be your new Lord!" Henry spoke proudly.

"But it's not our fault! Yes, put us in the stocks, but someone told us to do this!" I nervously explained. The crowd looked even more bewildered and the Manor stepped forward. "Who?" he asked in anger.

"I think I know," the maid from the Manor's house, Mary announced.

It from that treacherous storm. I heard a man talking to a peasant, cleaning. I heard him talking about tricking peasants, and now it all adds up!" she spoke in one full breath.

"It's not me, of course not! Finish these peasants, not me!" Henry staggered back nervously.

"Guards take him away!" the Manor shouted, as Henry desperately looked at us.

All ended quite quickly. Henry was put in the dungeon, soon to be hung, drawn and quartered. As for us, we would have to go in the stocks ever dawn for a month! At least we still have all body parts! As for the Manor, he has promised to be 'nicer', though his smile isn't the most welcoming, but he's working on it! Everything was great, all thanks to Mary, the maid.

Now, that is the story of the Middlefirth Mystery...

## The Middleforth Mystery

In Preston around the middle ages, the rules were very strict due to the reason that the Lord owned everything in the Middleforth village. For example, the Lord owned the mill where all the water came from but they needed permission to have water from there. If they took some without asking then there would have a punishment like ordeal by fire, ordeal by water, ordeal by combat and much more terrible punishment. Some of this punishment comes to death, badly hurt or four fingers but on this day, it was even worse with two crimes committed.

It all started around 9 in the morning where everyone is awake, some people are even getting breakfast from the shops because they don't have any food. This man named Grant thought that there wasn't going to be not much people out in the shops so it would give him a chance to steal a chicken but there was quite a lot of people out so he had to be even sneakier. He was walking around to pretend he was looking for breakfast but he was actually trying not to look suspicious. After 10 minutes of looking around, he found a chicken that was perfect to eat so he looked around to see if anyone was around. There was around 6 people around so he thought it was the perfect idea to take the chicken and go behind the shop to think of his next move. After 1 minute of thinking of his plan, he finally did it but got caught by a villager walking by. The villager shouted out loudly "Stop thief!" which meant that all the villager outside had to go and get him. Grant ran as fast as he could but sadly the other villagers caught him. After that the villagers had to take him straight to the Lord even if there were friends or not. If they didn't then they wouldn't be the only one getting a punishment. When the villagers told the Lord, what happened he was mad and was thinking of a punishment which was right for what he had done. After a long hard think of what Grant punishment should be, the Lord finally decided that his punishment will be mutilation. The mutilation is where the Lord or the one of the Lord's helper cuts of a body part and that is what they did. A couple hours of Grant being in pain after them cutting of a finger of every hand, Grant made the decision that he would never in his life steal because he knew that next time, it would be even worse.

On the same day but at 1 pm, another person did something even worse which is very hurtful for some people. So, it all started with a group of people talking about that they went to church and saying that God is amazing but there was this one person (Edward) who said some really nasty stuff about God which isn't allowed to say. It is not aloud because in the Middleforth they are a big fan of God so to disrespect God is really bad. One of the people that was in the group (Philip) was a true believer so he couldn't betray God. After a couple of minutes, Philip was very hurt by Edwards words so he went to the Lord and told him all about what Edward said about God. This made the Lord very angry so he sent out his men to go and get Edward immediately and bring him back to the Lord. After two minutes of looking, the Lords men finally found him and brought him straight back to the Lord. While they were out, the Lord thought of a punishment and it name was called the burning which is where they are called the heretic and are burned to death. This is a very slow and painful death but it is good because when they die they won't go to hell they will go to heaven. This is because they have done there punishment for what they have done wrong. After 10 minutes of setting up, it happened and it was very painful but the rules are the rules.

## Live Holocaust Survivor Webcast



As part of the Holocaust Memorial Day commemorations, all Year 9, 10 and 11 students were given access to a live webcast of survivor, Eve Kugler BEM, organised by the Holocaust Educational Trust.

Students watched live as Mrs Kugler shared details of her incredible life, from her upbringing in Nazi Germany, to persecution in France and her eventual escape to America.

Year 10 student, Charley Lygo has written a very thoughtful review of this memorable experience:

At 10 o'clock this morning, our school and 800 others, were invited to watch the Holocaust survivor webcast. Eve Kugler answered questions from a broadcaster, such as "When did you first lose your parents?" She answered clearly and honestly, "I was ten years old when my father first was taken to the concentration camps, and my mother to work camps." These questions were interesting and provoked deep emotion for all viewers. I cannot imagine going through what she endured in the 1940s. The call lasted an hour, each minute filled with heart-breaking and emotional stories of how they survived. We were told of the story of when Eve and her parents reunited. It was not emotional, but numb. They were all too traumatised to feel any excitement. Eve also told stories of Kristallnacht and how she was sheltered from the distress of all the destruction by guards, who shoved her and her sisters back into their house. The camps she spoke of froze, starved and overworked her and her family, so much so, that we can only imagine the pain they went through all those years ago. This may be one of the last times a survivor is broadcasted, so I recommend anybody who is able to, to find the stream and watch it through.

Despite experiencing such trauma as a young girl, Mrs Kugler showed incredible resilience to go on to earn a degree from the University of Pennsylvania, before becoming a well-respected journalist. I am confident that all students and staff in attendance found Mrs Kugler's live testimony informative and inspiring.

Mr Herbert, Curriculum Leader for History

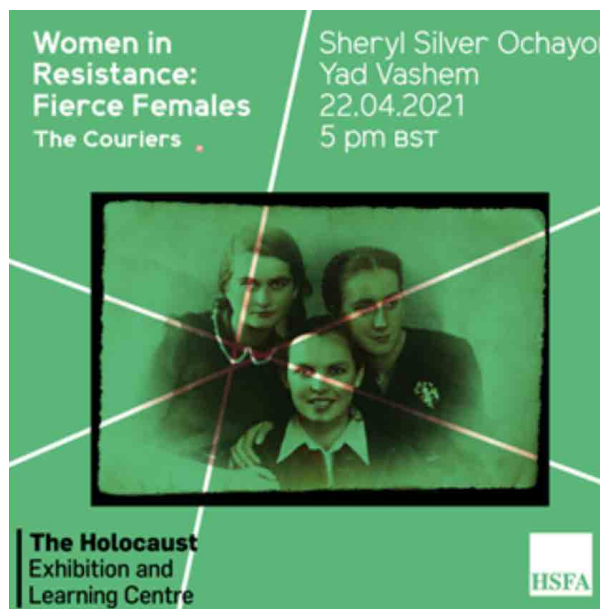
## Holocaust Education

Since our return from lockdown, Year 9 students have been studying aspects of the Holocaust in their History lessons.

After the Easter break, they will be joining an online talk delivered by the Holocaust Exhibition and Learning Centre at the University of Huddersfield. The speaker will be Sheryl Silver Ochayon from Yad Vashem, the World Holocaust Remembrance Centre in Jerusalem.

The talk will focus upon the role of women in the Holocaust, specifically the part they played in resistance – whether spiritual, cultural or armed. This is a story which has, until now, largely remained in the shadows. However, historians have now started to shine a light on female resistance and have begun to uncover many heroic stories of Jewish women resisting across Europe.

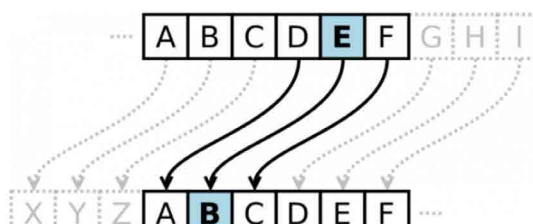
‘Women in Resistance: Fierce Females’ promises to be a fascinating talk which will further develop Year 9 students’ understanding of our current topic.



## Where Can Mathematics Appear?

Cryptography is the study of hiding information and has links within mathematics.

The Roman Empire used a method of transpositions. This is where they swap one letter for another letter in a consistent way so that the message can be read (decrypted) by the receiver. For example, I could change each letter in a message with the letter before it in the alphabet.



Being able to relay messages from one another whilst keeping the message secret, gave certain countries an advantage over their neighbouring countries. During the second world war, the Nazis invented an enigma machine that had a total of **158,962,555,217,826,360,000** different settings (one hundred and fifty-eight quintillion)! Being able to decrypt these messages was critical for having success in the war.



Today, we use encryption every time we open the internet. We can send messages to one another without the messages being intercepted. The process that encrypts information on the internet is called ‘Public Key Cryptography’ and was only created in the year 1970. They used the idea that if I multiply two prime numbers together, the product will only have 4 factors (one each of the two prime numbers and the product of the primes). Therefore, there are only two numbers smaller than the product that can divide it. For example,  $17 \times 19 = 323$ . The only numbers that can divide this number to leave an integer are 17 and 19. The reason this encryption works, is because of how difficult it is to find large prime numbers. The Great Internet Mersenne Prime Search (GIMPS) has discovered the largest known prime number,  $2^{77,232,917-1}$ , having **23,249,425** digits.

Mr Rhodes, Mathematics Department



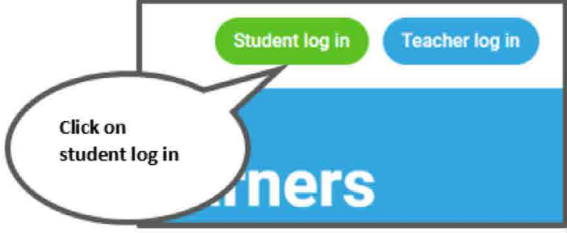
## Hegarty Maths

As the Maths department now have access to [www.HegartyMaths.com](http://www.HegartyMaths.com), here are some handy guides to help you understand the website better so you are able to use the features to its full potential.

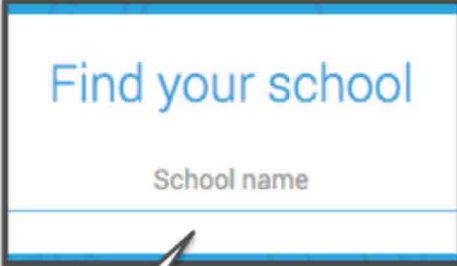
## Logging in to Hegarty Maths

Below are the steps for logging into Hegarty Maths:

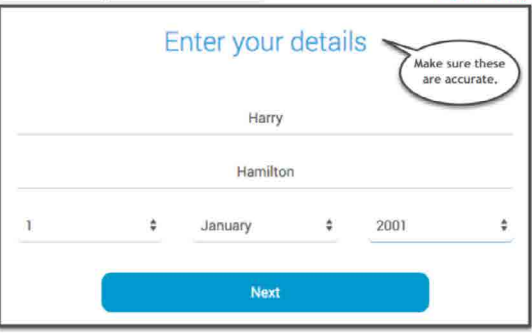
1) Click on Student log in



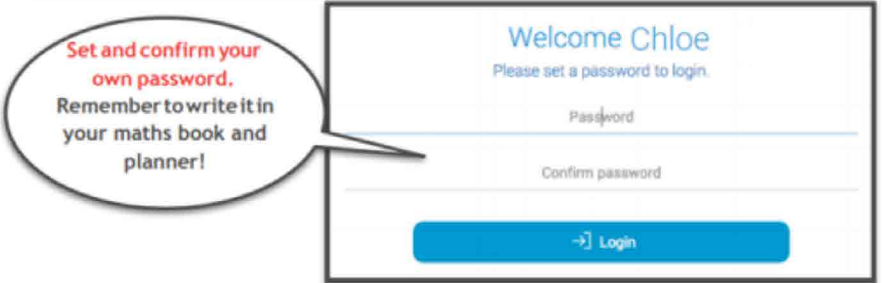
2) Input Penwortham Girls' High School

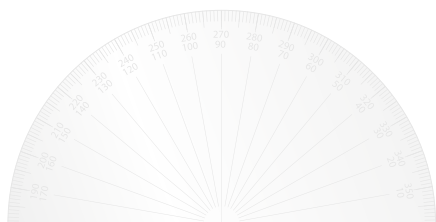
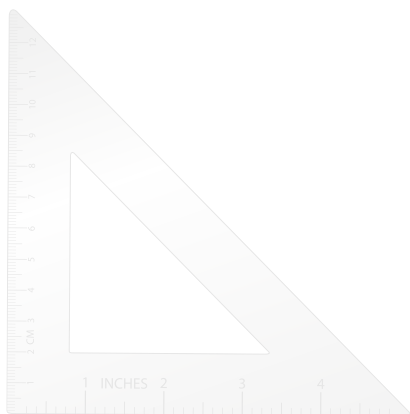


3) Input your details of first name, second name and date of birth **correctly**.



4) Set your own password and pick something you are going to remember.



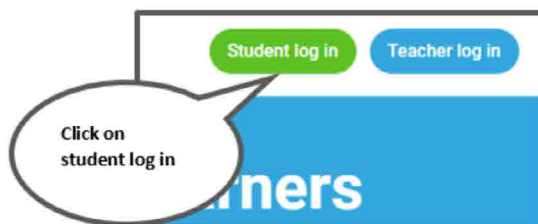


## Resetting your Hegarty Maths password

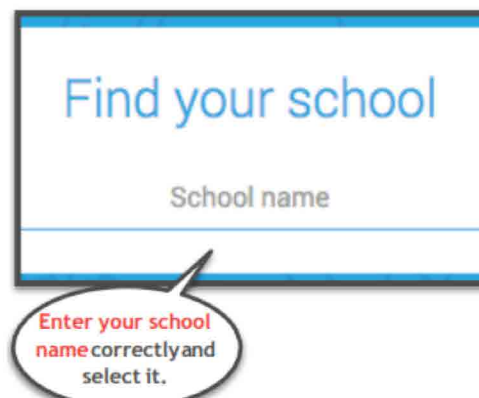
Remembering your password can sometimes be an issue if you are very forgetful.

However, resetting your password is very straight forward.

1) Click on Student log in



2) Input Penwortham Girls' High School



3) Input your details of first name, second name and date of birth.

A screenshot of a form titled 'Enter your details'. It has fields for first name (Harry), second name (Hamilton), and date of birth (1 January 2001). A speech bubble callout points to the form fields with the text 'Make sure these are accurate.' Below the fields is a blue 'Next' button.

4) When asked to input your password, click on 'forgot password'. This will send a notification to your maths teachers' account to authorise the password reset.

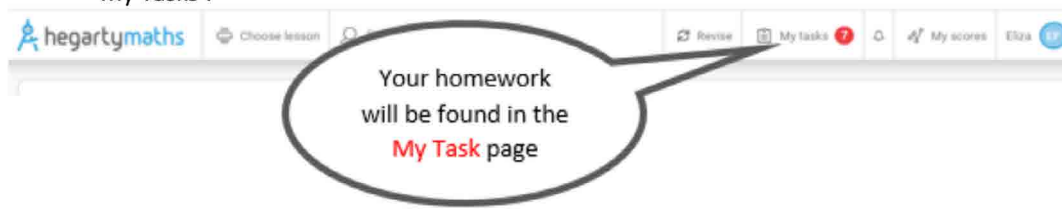
A screenshot of a password reset page. It says 'Welcome back Chloe' and 'Please enter your password to login.' There is a password input field. Below it is a link that says 'Forgotten your password? Click here to request your teacher to reset it.' At the bottom is a blue button with a right arrow and the text 'Login'. There is also a small link 'What's this for?' next to the password field.



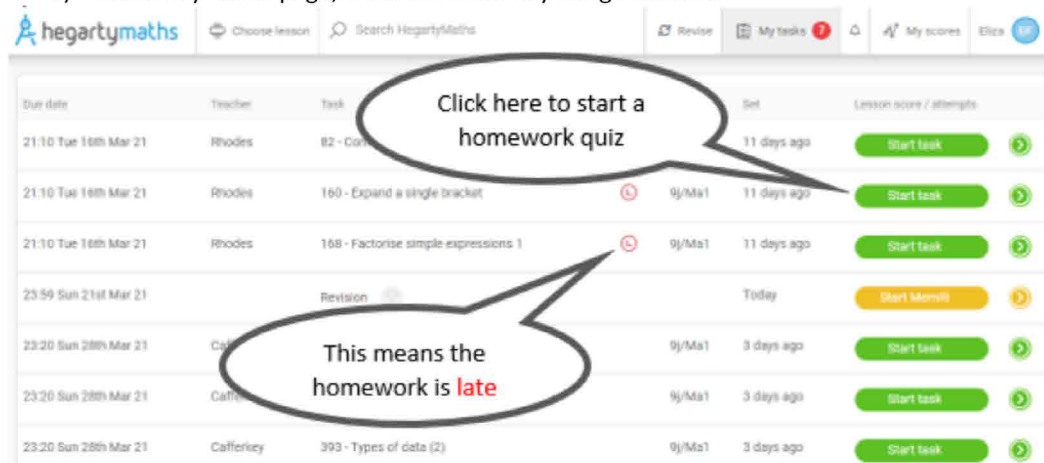
## Accessing your Hegarty Maths tasks

Look at the following to get your head around Hegarty Maths and to get to know how to get the best out of it. This also shows you where to find your homework and how to try it again if you want to improve on a previous score.

- 1) In your account, you will see the below navigation bar. All work set to you will be under 'My Tasks'.



- 2) In the 'My Tasks' page, there are some key things to know.



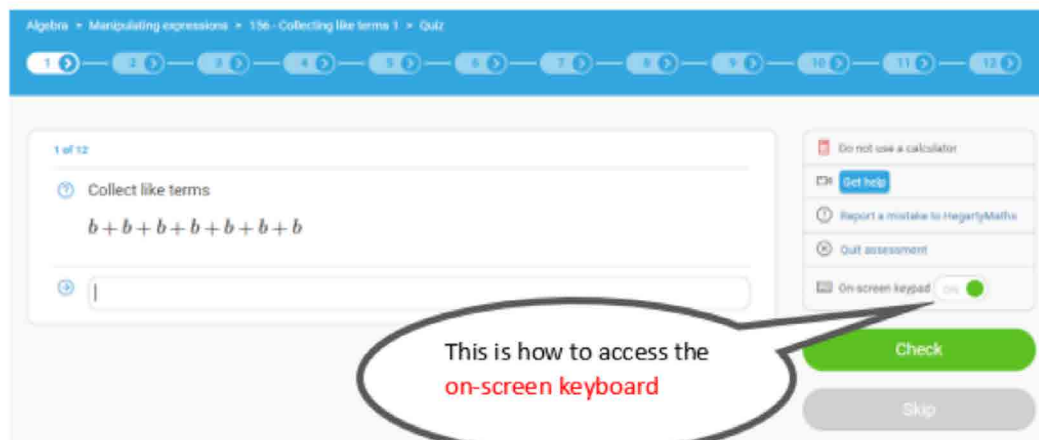
- 3) If you want to have another attempt at a task because you believe you can improve on the score you achieved, click on 'My scores'. **You should be at least achieving amber on each quiz.**



## Using the virtual keyboard

Some key skills in Mathematics require you to input the answer in using correct notation. This is where the virtual keyboard makes things easier - from multiplication signs to fractions.

- 1) This how a quiz looks once started. **Every time you complete a task, open up the 'on-screen keyboard' as this contains all the mathematical symbols and operations you may have to use.**



- 2) The on-screen keyboard below is need to use operations, fractions, roots etc.





# Maths Department News

## Hegarty Heroes

With the addition of Hegarty Maths to the Maths department, we are handing out rewards to those showing maximum effort into furthering their understanding. Below are the top 3 pupils for each year. Well done! You will be receiving a certificate in recognition of your achievements.

Year 7	
Name	Number of questions completed
Eden F	838
Eva M	835
Chloe W	465

Year 8	
Name	Number of questions completed
Isabelle B	471
Safiyyah M	295
Sophia H	293

Year 9	
Name	Number of questions completed
Amirah P	418
Amber I	379
Aminah A	261

Year 10	
Name	Number of questions completed
Eleanor S	535
Raeesah B	376
Lucy B	332

Year 11	
Name	Number of questions completed
Mckenzie H	572
Aimee C	518
Hannah S	383

Mr Cafferkey, Maths Department



## What a busy term it has been for all in the MFL department!

**W**e have been learning all about the French and German Easter celebrations in our lessons.

It is always so useful and interesting for students to find out about some of the traditions and customs that take place. To help us in German, we have watched a video from Germany that introduced us to different Easter traditions. We learned some important vocabulary and we also got creative, making Easter decorations.

Easter (Ostern) in Germany is the time for coloured eggs, chocolate bunnies, bonfires and spring cleaning. Ostereier (Easter eggs) are very common and many families will blow and decorate eggs. These eggs are hidden on Easter Sunday and children will hunt for them. Some families will also have a tree branch, which is used for hanging the eggs from. Furthermore, the Easter bunny (Osterhase) will deliver chocolate eggs to the children as well.

Over the Easter weekend there will be bonfires lit (Osterfeuer), and it is traditional to have a Spring clean on Easter Monday. Traditional food for Easter Sunday would most likely be lamb. At the start of Lent, many Germans celebrate Karneval, or Fasching, which is basically a big party or parade through the streets. Cologne (Köln) has probably the most famous one and we have learnt about these in our lessons this last week.

### Year 7:

**I**n year 7, we have created German Easter cards using the language we have learned in our lessons.

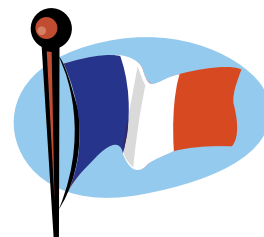
Some of these Easter cards will be heading to Germany to our pen-pals!



### Year 8 French Pen Pals

**I**n recent weeks, Y8 French have been working on the topic of 'school' and are now busy writing a school brochure to be sent to our French pen pals.

They will include descriptions of their school day, uniform, subjects, timetable and their ideal school. We should receive something similar from France, so watch this space!



## Year 8:

In year 8, we have followed the German tradition of decorating eggs. Once decorated, the eggs are hung on trees just like the eggs that our year 8s created have been. How good do they look?



## Year 8 Wer Kann? Der Kann? Germany's answer to the Great British Bake Off!

Mrs Williams' Year 8 classes have taken their baking skills one step further.

For homework, they have had the choice of making one of 3 dishes by following a German recipe. Take a look at some of the delicious results. Mmmmm! Sehr lecker.





## Year 8 Snakes and Ladders with an Easter Theme

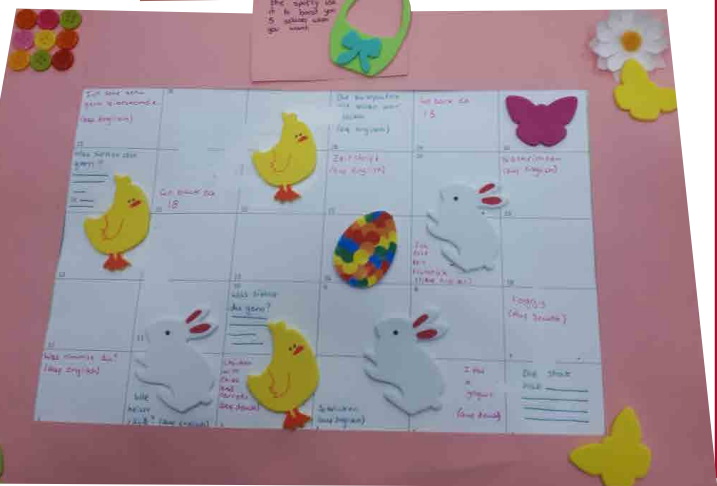
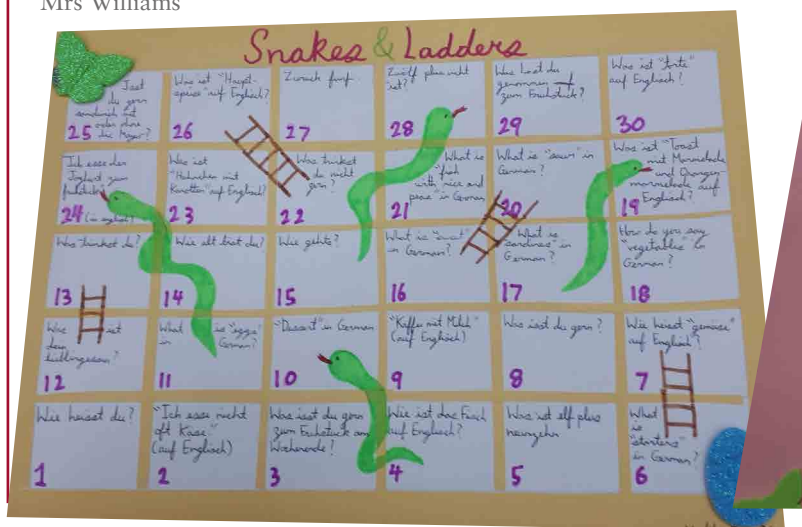
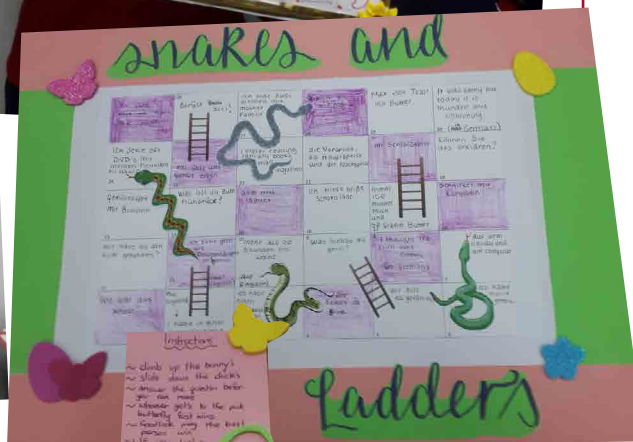
In the Modern Foreign Languages Department, we are always trying to find ways to practise and remember the language that we have already learnt in class.

This term, Year 8 have focussed on the topic of 'food' and 8H and 8G were tasked with designing a revision game of Snakes and Ladders to help us revise the language which we have learnt during lockdown and the more recent language learnt on our return to school.

As it is nearly Easter, our or Easter theme to them. We playing the games with our Holidays.

Don't worry, parents and sheet included on the back of forfeit a turn if you ask to look

Mrs Williams



# Modern Foreign Languages News

## Year 9:

Our year 9 German classes have worked together to create colourful bunting, which we can use to decorate our classrooms.

The girls have used German language, drawn wonderful pictures and used bright colours to make the most beautiful bunting.

Mrs Gill and Miss Gelder



## MFL Weekly Stars

Year 7 German	Year 8 German	Year 9 German	Year 10 German	Year 8 French	Year 10 French	Year 11 French	Year 11 German
Phoebe B	Agata K	Rebecca S	Anna S	Safyyah M	Lucy P	Hannah S	Aisha A
Juliette R	Sea B	Sienna S	Freya A	Heather P	Sana R	Eva S	Teagan F
Emily J	Alex D	Sanuli W 9P	Megan W			Erin N	Poppy J
		Hana M 9P	Grace R				Abbie J
		Hibba A 9P	Felicity A				Ella H
							Aaminah M

Mrs Gill, Curriculum Leader for MFL



## Music Department

### Music Tuition

We are thrilled that so many students have taken up the opportunity to continue with music tuition in these difficult times.

I know the Peripatetic staff have been delighted to see the girls back having lessons in person again. If you would like your daughter to have music tuition, please complete the online form using the link below and we will organise these for you.

Girls can have lessons on Brass, Woodwind or String instruments, Guitar, Keyboard, Piano, Drum kit or singing. Lessons are currently provided on an individual basis for 15 minutes and cost £72 per term. Students eligible for Free School Meals are able to have tuition in one instrument/voice for free.







If students need to loan an instrument, we can usually organise this for you - please just ask.

Please [click here](#) for Music Tuition Form

3 March 2021

Wicked - The Musical!

L.O - To explore the musical 'Wicked'!

 Elphaba arrives at this University to take care of her sister, Nessarose, and becomes roommates with Glinda the Good despite their protests.	 After Doctor Dillamond worries about the new law in Oz, Glinda convinces Boq, her adviser to take Nessarose to the ball.
 As Glinda and Elphaba's friendship begins, she loses control of her powers when Doctor Dillamond gets arrested, sending Glinda and Elphaba to the wizard.	 Elphaba receives a book and transforms monkeys to be winged which sends the whole of Oz after her, so she fled on her broom.
 Elphaba enchants Nessarose's shoes enabling her to walk.	 To trick Elphaba, Madame Morrible crushes Nessarose.

While Nessarose's failed attempt to make Boq fall in love with her makes him lose his heart and he turned to tin.

When she creates a tornado sending Dorothy's house to Oz.

Elphaba saves Fievel from being killed and forgives Glinda but tells to nothing when Dorothy intervenes.

Fievel and Elphaba tricked everyone and left Oz as Glinda mourned Elphaba's death.

### The strings family

#### Violin

Violins are the smallest of the string instruments. It plays most of the main melodies in the orchestra. The violin rest between the shoulder and the chin of the player.

#### Viola

Slightly larger than the violin and has a richer sound. They have a supporting role playing the harmonies. There are not as many violas as violins.

#### Cello

This huge instrument is 4 Ft long! To play you must position it between your legs. You must have big hands so they fit around the neck of the cello and you can press on the thicker strings.

#### Double Bass

This is the largest of the instrument and is 6 Ft tall! It great size requires strength to move around and long arm to reach the strings. The instrument has 4 strings.



## Music Department

### Year 7 Music

Students in Year 7 have been learning all about the 'Instruments of the Orchestra' and have completed some fantastic work over lockdown.

Since being back in school, they have been learning how to conduct in 2, 3 and 4 time. We hope to have inspired some future conductors!



### Year 8 Music

Year 8 have completed their work on 'Musicals' by listening to songs from a range of musicals, including 'Phantom of the Opera', 'Wicked', 'Mamma Mia', 'Les Miserables' and 'Shrek'.

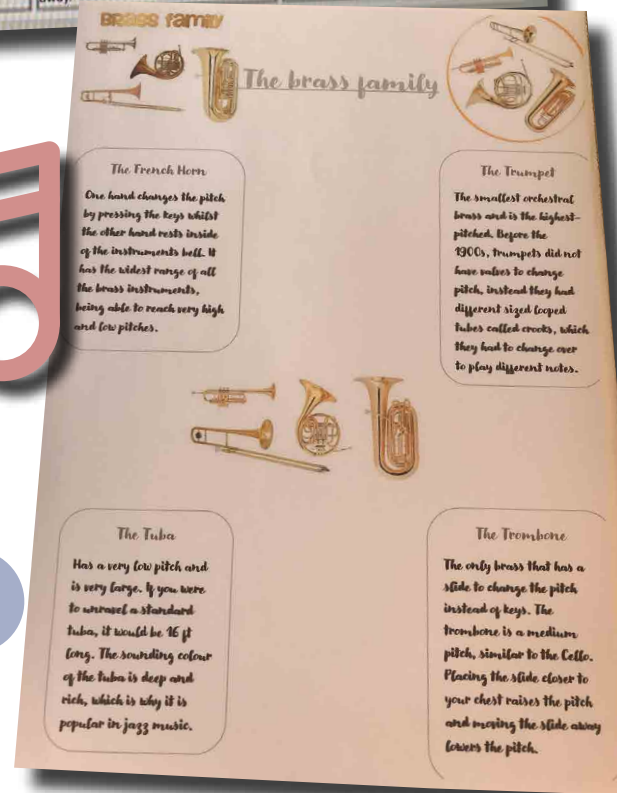
We are very much looking forward to a time when we can go to the theatre again and can't wait for our trip to see 'The Lion King' which has now been put back to 2022.

### Year 9 Music

Discover! Creative Careers' week took place from 1st-5th March during which students in Year 9, investigated the potential creative careers available to them. Discover!

Creative Careers exists to inform and inspire young people about careers in the creative industries. It aims to showcase creative careers unknown to many and to explain what skills and qualifications they need to succeed in those careers when they leave school.

To find out more, visit <https://discovercreativecareers/#/> and ask your daughter which career she investigated.



On Wellbeing day, the Performance, Sport and Health faculty launched the 'PGHS road to Tokyo'. I can confirm that in only one month, the PGHS community has walked, run or cycled 1433.64 miles! This is a fantastic achievement so far! With 4 months to go, we have 4425.36 miles left to cover. Don't forget, if you are out for your daily exercise with family or friends, track the distance you've travelled using the forms link on your class charts.



## PGHS Road to Tokyo



The Summer Tokyo Olympics will soon be upon us (we hope!). To celebrate a summer of sport, the PE department would like to challenge all PGHS staff, students and their families to walk, run or cycle to Tokyo. It is 5859 miles from Preston to Tokyo and by August, PGHS will have walked, ran or cycled the distance.

PGHS students will find a record uploaded to Class Charts that can be updated every time you run, walk or cycle. We would like all members of our PGHS community to participate to help us reach our goal. Therefore, if you complete your walk, cycle or run with family members, the total all your family travelled will get PGHS closer to Tokyo.

**Enjoy the fresh air!**

# Performance, Sport & Health Faculty Department News

## PE Department

### PGHS PE After-School Clubs

Starting W/B 12<sup>th</sup> April!

<u>Monday</u>	<u>Tuesday</u>	<u>Thursday</u>	<u>Friday</u>
Year 7	Year 10 & 11	Year 9	Year 8
Year 7, 8 and 9 practices will start at 3:00pm and finish at 4:30pm. Y10 and 11 will start at 3:20pm and finish at 4:30pm.		You will be given a choice of a wide range of different activities each week. The sports will be different every session so you can experience a variety of different activities.	
	Please bring trainers with you and you may also bring a pair of dark coloured plain tracksuit bottoms, this is optional.		

## Extra-Curricular Activities

Extra-curricular activities are at the heart and soul of the Performance, Sport and Health Faculty

Not organising clubs at lunch time or after school, playing matches and entering competitions against other schools has been frustrating for us all. With COVID cases and the infection rate decreasing and as the vaccine programme continues, I can announce that after Easter, the PGHS extra-curricular programme is back! The Performance, Sport and Health Faculty are excited to welcome back our students once again to develop sporting skills, tactics and most importantly have fun. The extra-curricular programme will still have some COVID restrictions to continue to suppress the virus further. Each year group will have their own night to prevent mixing between different year groups apart from Y10 and Y11, where teachers will ensure social distancing is adhered to. The changing rooms will continue to be closed and so students should bring their trainers and some plain, dark coloured tracksuit bottoms if they wish. Students will have an option of sports upon their arrival to ensure the girls can experience a wide range of activities.

### PGHS PE After-School Clubs

The most popular sports from the list below will be available each week. Popularity will change from one week to the next to cater for all students.



Miss Naylor, Curriculum Leader for the Performance, Sport and Health Faculty

The programme begins on Monday 12th April - we can't wait to welcome students back to our extra-curricular programme! If you have any questions or queries, please contact Mrs Naylor. [S.naylor@penworthamgirls.lancs.sch.uk](mailto:S.naylor@penworthamgirls.lancs.sch.uk)



## Science Department News

### Could Engineering be your future?

**Y**ear 10 have been fortunate enough to not only talk to an ex PGHS student but a Trainee Engineer called Jess.

Jess was an ex pupil here at PGHS and held the role of Deputy Head Girl. She left PGHS in 2018. You may recognise her from this photo.



Since leaving PGHS, Jess went on to study BTEC Level 3 Extended Diploma in Engineering at Runshaw College. She then decided she wanted to be an apprentice within a company. Jess spoke about her application process and about how resilience is key when you don't always get what you want first time. On her fourth application she secured a place with Cadent Gas on their ETP scheme (Engineer Training Programme). Cadent own, operate, maintain, repair and develop the gas distribution pipe network in the majority of England. It is the UK's largest gas distribution company, owning 4 of the 8 networks. Since joining Cadent she has participated in training, fundraising and site visits. She has also made many new friends.

Jess will be part of this training programme for 2 years and is on a starting salary of £23,500. She also has many benefits like a company car, fuel allowance, food and accommodation allowance if she attends any training around the country.

Jess said "I really enjoyed the session with everyone talking about engineering and my time with Cadent Gas so far on the Engineering Training Programme. I've always wanted to come back to school and speak with the pupils. I loved talking to everyone and answering all their questions. My advice would be to work hard, always ask your teachers or parents for help and never give up. Finally, make sure you are fully involved in Science, Technology, Engineering and Maths – STEM....IT IS THE FUTURE!"

Mrs Honeyman, Curriculum Leader for Science



#### What the students said:

*I gained a lot of new information about STEM and all the possible future careers it holds. I also found out what subjects you should be taking in college and how to achieve your goals.*

*It gave me an understanding on what I should look for when looking for a job and to make sure I am taking the right subject for those jobs.*

*I learnt a lot about the importance of work experience and I now know more about what to expect from higher education.*

*It has definitely given me more career paths to consider.*

*I found it really interesting and also knowing that she went to Penwortham Girls' High, it showed me that anything is possible.*

*I learnt more about apprenticeships and BTECs and how to help make my CV stand out more.*

*Everything; it was amazing, engaging and captivating :) I loved it so much and I'm so glad we had this really good opportunity so thank you - it really helped me!*

*It made me want to explore engineering more.*

*I'm now considering doing BTECs instead of A levels.*

*It allowed me to think thoroughly through my decisions when making career choices. Not all engineering is physical work.*

*If you are interested in anything to do with engineering please speak to your science teacher.*

### TeenTech Innovation LIVE

The health industry has had a lot of coverage this year but how do pharmaceutical companies develop new products?



On Wednesday 27th January, every student at PGHS was invited to join an innovative on-line event hosted by the TeenTech team and led by the leading pharmaceutical company GSK. The aim of the session was to explore the work of the R&D team in Consumer Healthcare and the importance of sustainability throughout the development, production and distribution chain. GSK produce pharmaceuticals, vaccines and consumer products that everyone may have at home such as Aquafresh toothpaste, Beechams Cold and Flu remedies, Horlicks and Panadol.

Many of our students took this opportunity to join this LIVE session, which was a very interactive and powerful way for them to understand the fast-changing world of science and technology within the health industry.

Our students were incredibly positive about the event and it was lovely to hear such positive feedback. Here are some of their comments:

**Fatima Z K (8G)** – *“I learnt that GSK create around 1 billion tubes of toothpaste a year, also that there is a peanut butter flavoured toothpaste.”*

**Mya J (10S)** – *“I found the event interesting and super fun as they made the LIVE aspect very inclusive by doing quizzes. I am already interested in a career in STEM so this made me more interested. I learnt that you can start a career in STEM from all levels of qualification and you can start through many ways to do a whole collection of jobs (such as product design, production, or marketing etc.) Thanks for giving me the opportunity to attend the event.”*

**Fareesha K (10S)** – *“This session taught me about the different careers GSK has to offer. I also found out that you don't necessarily need a degree to work for them either. I think it's given me a more varied idea of the options open to me for future careers and more areas to look into.”*

**Macy H (7H)** – *“I found it very interesting. It was very weird and gross to find out that they used to use urine and crushed up mouse bones in tooth paste!”*

Miss Forrest, Science Department

### Mission to Mars

Ever fancied living on Mars?

We may have to one day! If you've been watching the news this week, you'll know that NASA has just landed another rover – Perseverance - on the red planet, after a 7-month one-way trip! The reason behind the mission is to find evidence of early life and collect samples to send back to Earth in 2023! Another part of the mission looks to use new technologies to try and create breathable oxygen, in the hope of one day colonizing Mars.



In light of this remarkable feat of Science and Engineering, Years 7 and 8 have been tasked with researching and designing their own “Hab”. A “Hab” is a habitat on Mars that can sustain life. It will need to allow the astronauts to breathe, eat, grow and work! This means creating ways of growing food on Mars, creating water and oxygen, and most importantly some sort of structure to protect us from the intense radiation from the sun. The students had many useful videos, websites and articles to research the different aspects but the final design was ultimately theirs. The 2 winners from each form will be entered into a national competition to win vouchers.

You can read more information about the NASA mission here - <https://www.nasa.gov/perseverance>

Mr Dean, Science Department



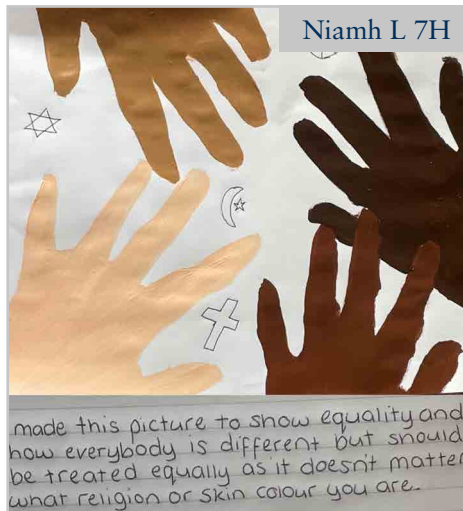
# Religious Education Department News

Sophie S 7S

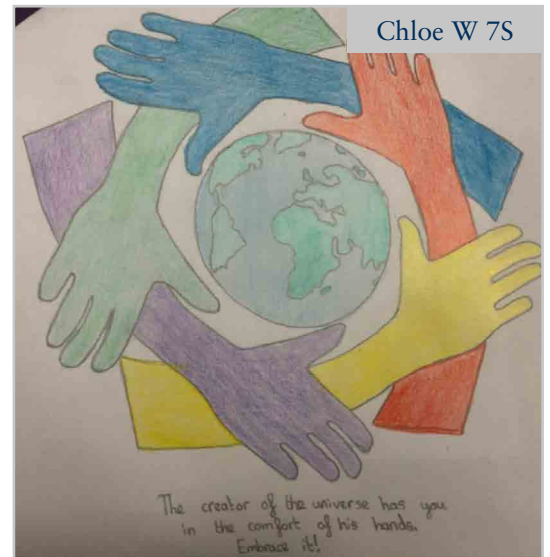


In year 7, we recently celebrated World Religion Day by taking part in a national competition to design a logo to represent the day and its key message of “Respect for all”. Here is a showcase of some of the amazing entries we had from our students:

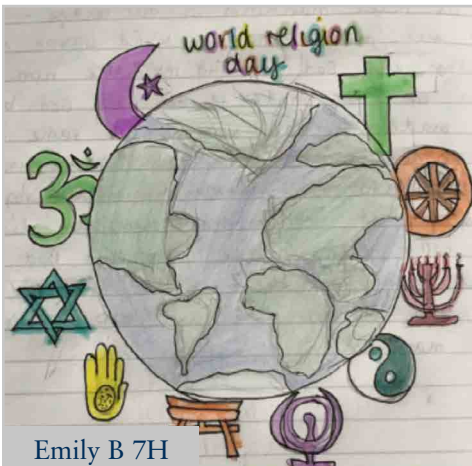
Niamh L 7H



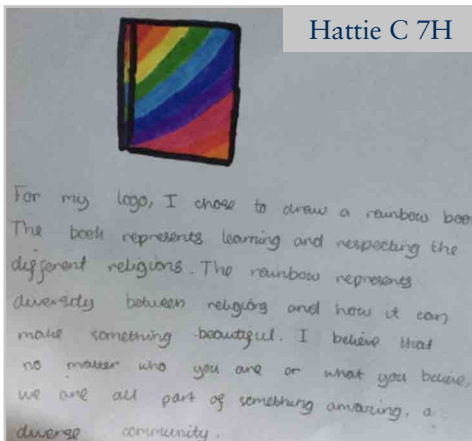
Chloe W 7S



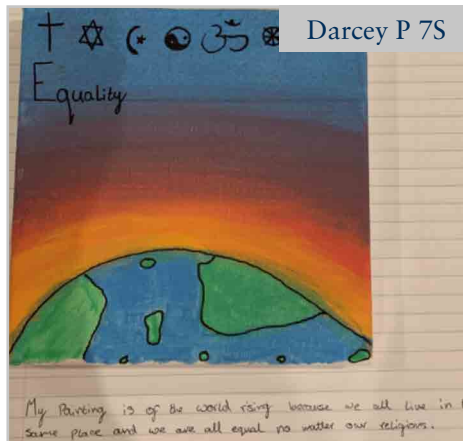
Emily B 7H



Hattie C 7H



Darcey P 7S



Vidhya P 7H





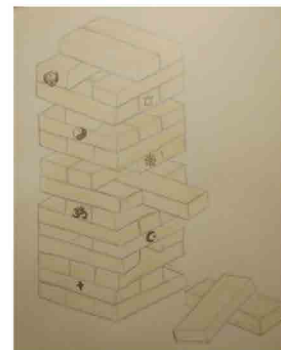
# Religious Education Department News

Emerson W 7S



Neve H 7H

I have chosen to draw a Jenga tower with all of the religion's symbols on the pieces. This is because the tower is portraying the world, which is made up from the Jenga pieces. If one piece gets taken out, it can all collapse and that is what would happen if we took one religion out, because they are all as important as each other and they are all equal.



## RE competition entry- 'respect for all'

**World Religion Day 88**

I have created a rainbow made of little/big tissue paper balls. I chose to use tissue paper because they can all be different in their own unique way. Just like rainbows, religions can be different in special ways. Rainbows can be different in size, religions may have bigger beliefs than others. Rainbows can be different in any way at all but rainbows and religions are unique in their own way.

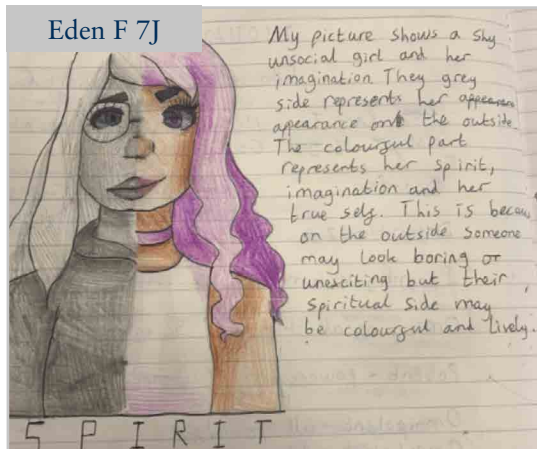


Rosie Y 7H

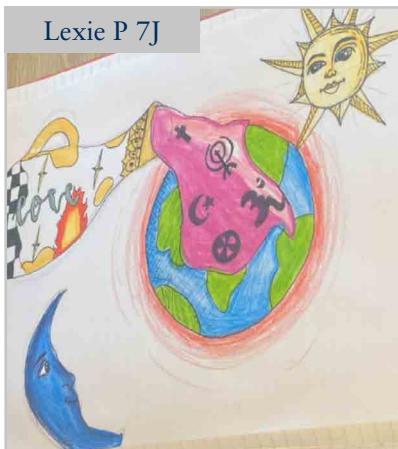


My logo is showing how all the different religions shine on the world and make it a lot brighter, just like the sun. Without the sun, the world would not be a good place, and this applies to all the different religions too; without all the different religions, the world would be so different. I think it is important that everyone respects each other, no matter what religion they come from and we must learn to accept one another because it brings a sense of peace and unity.

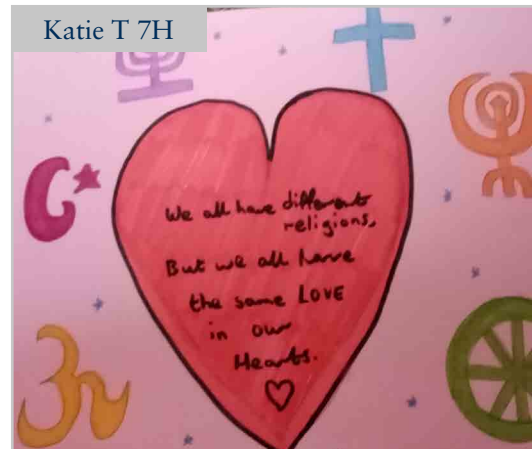
Eden F 7J



Lexie P 7J



Katie T 7H



## Virtual Interview with MP for South Ribble

As part of our 2021 celebrations for International Women's Day, we were delighted to have the opportunity to interview our local MP for South Ribble, Katherine Fletcher.

All of Key Stage 3 had the opportunity to join a zoom call on Friday morning and listen to Katherine talk about her experience as a woman in politics and engage with an excellent question and answer session led by our Deputy Head Girl, Tegan.



Katherine Fletcher was elected to parliament in the 2019 general election. She explained in the interview that she hadn't always had a passion for politics, but felt compelled to get involved as she felt that we need more women, and specifically northern women in parliament. She spoke about her wish to hear "different voices in the corridors of power".

Katherine was interviewed on a range of topics, with thoughtful questions posed to her by our Deputy Head Girl and Year 10 students in our Respect Council, as well as questions asked by KS3 classes who watched the interview. It was impressive to see the range of thoughtful topics broached by our students, looking at important issues such as the current pandemic, the debate over free school meal provision and the challenges that women face in politics.

When asked what advice she would give to anyone looking to pursue a career in a traditionally male dominated field, Katherine spoke about how unfortunately women may encounter people who do doubt their capabilities due to their gender. She advised to, "get them to state their 'you can't do it' opinion as loudly as possible, in front of as many people as possible... and then prove them wrong." She said this was important, not only as it is very satisfying to prove them wrong, but also as it helps to, "set things up for the next generation." Katherine encouraged our girls to pursue their own careers in politics; noting that there is still a lack of northern women in parliament. She said that, "active participation in the political process is a 'must' for me."

We feel very fortunate to have had the opportunity to hear from a local, powerful woman this International Women's Day. When asked what the first thing she planned on doing once the lockdown restrictions are lifted, Katherine replied, (perhaps with a little tongue in cheek) that she would love to come and visit our school in person! We would be absolutely thrilled to be able to hear more about Katherine's experiences and to hear more of her words of wisdom in the future.

Mrs Hall and Miss Starkie



Penwortham Girls'  
High School

Cop Lane Penwortham Preston PR1 0SR

Telephone: 01772 743399 Fax: 01772 752475

Email: [enquiries@penworthamgirls.lancs.sch.uk](mailto:enquiries@penworthamgirls.lancs.sch.uk)

Website: [www.penworthamgirls.lancs.sch.uk](http://www.penworthamgirls.lancs.sch.uk)



Artsmark  
Gold Award  
Awarded by Arts  
Council England