

Newsletter

Friday 14th May
2021



Penwortham Girls'
High School

Important Dates:



31st May – 4th June
Half Term

7th June
Students Return

13th July
**Year 11 Valedictory
Dinner**

16th July
**Closure for Summer
Break**

19th and 20th July
INSET DAYS



Mental Health Awareness Week 2021- Connect with Nature

This week is Mental Health Awareness Week - one of the biggest awareness weeks across the UK. This week is organised and hosted by the Mental Health Foundation which is a charity focused on mental health prevention and helps people to understand, protect and sustain their mental health. Each year, the Mental Health Foundation sets the theme and encourages individuals, schools, communities, and organisations to get involved. This year, the theme is '**Connect with Nature**'. Nature was chosen because millions of us turned to it during the pandemic. Many of us found that going for walks was one of the top coping strategies and being out in green spaces has improved our mental health and wellbeing. Throughout the lockdowns, we have not only just spent more time outdoors but we have also started to notice nature more / re-discover it.

There are many benefits to connecting with nature for our mental health, which include feeling happier, feeling less stressed or angry, having more and better-quality sleep and feeling less worried. It also increases self-esteem and self-confidence. This week offers an opportunity for our students to talk about all aspects of mental health and find their own way of connecting with nature. Our students can connect with nature and improve their mental health in the following ways:

- **Staying active outdoors:** It is important that we keep active every day to look after both our physical and mental health. Exercising in green spaces such as parks or forests for as little as five minutes can improve mood and self-esteem. You can stay active outdoors by going for a walk/run/cycle, playing outdoor games with friends (e.g. football/ rounders/ netball) or by stretching/practicing yoga outside.



**Artsmark
Gold Award**
Awarded by Arts
Council England

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- **Spending time with family & friends outdoors:** As lockdown restrictions have eased, we have been spending more time outdoors with our friends and family. Nature often provides a great space to connect and socialise with family and friends. You can connect with nature by having a picnic, going for a group walk or visiting local heritage spots.
- If going outside isn't possible or feels difficult at the moment, you could explore ways of **bringing nature indoors**. For example, eating breakfast in front of the window, observing the nature outside, buying an indoor plant and taking care of it or watching a wildlife programme such as 'Planet Earth'. Studies have shown that watching nature programmes can reduce anxiety, fear, stress and fatigue. They also increase relaxation, contentment, excitement and joy. We have decided to bring nature indoors for our students by providing each form with an indoor plant to take care of.
- Many people find nature inspires them to **get creative!** Creative activities can reduce stress and improve mood and wellbeing. This could be things like writing some creative sentences, doing a quick sketch of a natural object, writing a poem or song lyrics about your favourite nature spot, taking photographs of landscapes and natural objects and collecting natural objects and making a handmade card for a loved one.

We would love to see how our students **connect with nature** throughout the rest of the month. Therefore, we are asking our students to take a selfie/ picture of what they have been up to and upload it to the 'Mental Health Awareness' week entry on Class Charts!

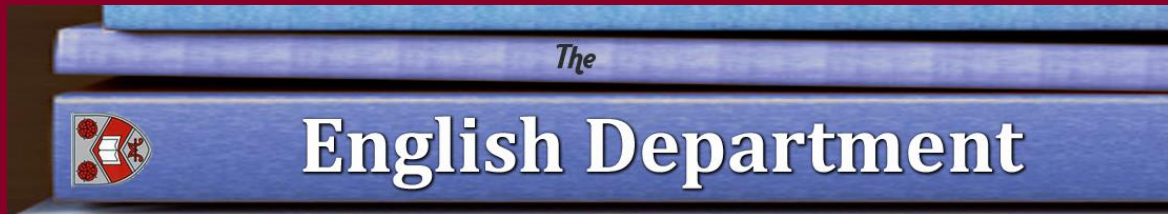
#mentalhealthawarenessweek #connectwithnature



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Morrisons Little Library



The Open University's Reading for Pleasure team have been working with Morrisons to shape a book donation initiative to encourage more children to read. Launching this week, Morrisons' Children's Little Library will be available nationwide in stores across England, Wales and Scotland.

Morrisons' Children's Little Library exchange will be available in every Morrisons store, where customers can donate unwanted books for children, teenagers and parents to pick up for free. Morrisons will also be donating 50,000 books and engaging local schools and community groups via its Morrisons Community Champions. Teresa Cremin, Professor of Education Literacy at the OU has been leading the Reading for Pleasure team: "Reading books helps children to start conversations, spark imagination and support emotional wellbeing. The National Literacy Trust recently reported that children who own books are six times more likely to read above the level expected for their age, but that one in 11 disadvantaged children don't own a single book."

"Reading benefits children and young people in so many ways and is especially vital after such a difficult and disruptive year, as it creates a safe space to escape and learn. It's been great working with Morrisons to help make the Little Library idea a reality."

David Potts, Morrisons CEO, commented, "The past year has been extremely difficult for everyone and we want to help as much as we can. We know that our younger customers love reading but some may not have access to books of their own. That's why we're launching the Morrisons Children's Little Library – so every child has the chance to enjoy reading and brighten their future."

This is a great opportunity to refresh or build a home library whilst supporting other young people with their reading.

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Empathy Day – 10th June 2021

'EmpathyLab' is an organisation aiming to build children's empathy through literacy, social activism and the use of high-quality literature. One of the driving forces behind it, is recent research demonstrating that reading builds real-life empathy skills – this is because reading is an opportunity to delve in worlds and situations that are far removed from our own. **Read stories. Build empathy. Make a better world.**

You can find out more about this initiative here: <https://www.empathylab.uk/about> Here are some of the recommendations by authors taking part in this year's programme:

 <p>Robin Stevens</p> <p>I recommend <i>The Hate U Give</i> by Angie Thomas. Angie's hero, Starr, has a teenage life that couldn't be more different from mine - but reading <i>THUG</i> made me understand, deeply and absolutely, what it's like to be Starr. Stories like <i>THUG</i> have the power to bring people together, to open their eyes and to make them feel, not just about, the pain of others.</p>	 <p>Cressida Cowell</p> <p><i>Wonder</i> by R. J. Palacio is a thoughtful joy of a book, written from multiple viewpoints, so that the child-reader can get inside the heads of all the characters. It pulls you into August Pullman's life and beautifully illustrates the transformative power of empathy and kindness. I urge everyone to read it.</p>
 <p>Mark Lowery</p> <p>I've recently read <i>Holes</i> by Louis Sachar for the 8 billionth time. Not only is it (in my opinion) the best children's book of all time, it is a wonderful tool for exploring a range of difficult topics and emotions.</p>	 <p>Sita Brahmachari</p> <p><i>Sputnik's Guide to Life on Earth</i> by Frank Cottrell Boyce: a heart-warming story about living in care and caring for others. It tells with humour and tenderness of the power of the imagination to help us through some hard times.</p>
 <p>Kiran Millwood Hargrave</p> <p>My #ReadforEmpathy book would have to be <i>Noughts and Crosses</i> by Malorie Blackman - reading this as a teenager was a complete revelation about the careless way I wore my privilege, and inspired me to try to do better.</p>	 <p>Jack Cheng</p> <p>I recommend <i>The True Story of the Three Little Pigs</i>, for showing so elegantly that there can be more than one side to every story, and that those who you think are villains might not be villains after all.</p>
 <p>Atinuke Akinyemi</p> <p>In <i>The Lie Tree</i> by Frances Harding, the heroine has lots of unlikeable traits - unlike the usual courageous, adorable heroine. As the story unfolds, we get to see why she has developed these traits. It really helped me to empathise with people who are sneaky and manipulative and mean - sometimes it is a person's only way to get the simple knowledge and control that comes easily to others.</p>	 <p>Robin Stevens</p> <p><i>El Deafo</i> by Cece Bell is funny, it's clever, it's sweet, its graphic novel format makes it perfectly accessible for a wide range of readers and it puts a deaf character firmly in control of her own story. I love this book!</p>

Mrs Woodhouse, Curriculum Leader for English

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It is that time of the year when Year 10 students are introduced to two star-crossed lovers finding each other amongst the violence of Verona. Here are some examples of work from Year 10, looking at the context of the play and the key themes in Romeo and Juliet.

The Setting

- It is believed that the play is based on a real Italian love story from the 3rd Century involving two families called Capuletti and Montecchi
- Shakespeare wrote his version in 1594 which was based on Arthur Brooke's poem of 1562
- This period was The Elizabethan Era, which was also known as 'The Renaissance'. A time of significant change in the fields of religion, politics, science, language and the arts

Romeo and Juliet

Context and information

Love

- Love and relationships were not 'conducted' in the way that we expect today
- For those in the Court, love was something that was subject to rules and traditions
- Marriages were arranged by parents
- Children were chaperoned at all times
- Children did not always have the freedom to choose who they would spend their life with and have children with
- Plus, marriage happened at a much younger age - as young as 12 (for girls) was totally acceptable

Family

- Many Shakespeare plays show conflict between parents and children
- The father was the undisputed head of the household
- Women had no rights or authority in law. They couldn't own property or money, but could influence their husbands
- Children were regarded as 'property' - and could be given in marriage to a sustainable partner. Often a political or financial transaction, to secure and retain wealth
- It was not unusual to be married very young
- In high society, children were often raised by a 'wet nurse' and did not have a strong bond with their parents

Extra

Symbolism: Light = Juliet's beauty, love, hope and optimism
Darkness = Secrecy, loss of hope, death
Poison = In the power of human hands and human will to extract potential evil or fatal harm from an object or thing

Key terms: Hamartia = a fatal flaw leading to the downfall of a tragic hero
Hubris = Exalted pride of the protagonist which leads to their defiance of authority
Peripetia = A sudden negative reversal of fortune or change in circumstances leading to downfall

<p>1. Create a title for the extract we have just read and explain your choice.</p> <p>'beginning of a battle' - I chose this title because we can see the Capulet and Montagues are working each other up to then lead them all to draw out their swords.</p>	<p>2. Transform what we have just read into a small symbol.</p>	<p>3. Sum up the extract in three words and explain your choices.</p> <p>Violent - we see both families begin to take out their swords and begin to fight. Exist - they talk about the idea of women being weak and them being a bit to rape them. Petty - the two slaves don't even know what the prince is but yet they still hate for their masters.</p>
<p>8. What questions does this scene raise?</p> <p>Why do the Montague's and Capulet's have so much hatred for each other? What has caused this much hatred?</p>	<h2 style="text-align: center;">Romeo and Juliet: Act I, Scene i</h2>	
<p>7. Considering this is a play about love, why might some think the opening of the play surprising?</p> <p>You would believe there would be no violence in a love play, or would be peaceful and happy and everyone gets along but the first thing mentioned is hatred.</p>		
	<p>6. Another big idea explored in this extract is masculinity. Pick a quotation from the extract that shows this big idea and explain why you have picked it.</p> <p>'Take and thrust his maids to the wall' (This shows their idea that once they have beaten their men they will then go on to rape their women, showing they have no mercy for any Montague.)</p>	<p>4. Summarise what happens in this extract in no more than five sentences.</p> <ol style="list-style-type: none"> 1. The slaves of Capulet talk about how much they hate the Montagues. 2. They then work up two Montagues and they begin to fight. 3. Benvolio tries to make peace. 4. Tybalt begins violence. 5. Both the lords begin to argue and fight. <p>5. One big idea explored in this extract is violence. Pick a quotation from the extract that shows this big idea and explain why you picked it.</p> <p>'Look upon thy death' (The only intention they have is to cause violence, they want them dead and nothing else.)</p>

Mrs McKeown
English Department

About the Author:
Shakespeare had 3 children and a wife called Anne Hathaway.
It is thought he travelled with actors before settling in London, he wrote poetry at this time as Thomas was closed to prevent plague spread. Afterwards, he formed an acting group called 'The Lord Chamberlain's Men', but this was changed to 'The King's Men', who acted out Shakespeare's plays.
'Romeo and Juliet' was his first tragedy and was not taken well by critics. Later, he made the globe theatre where some of his plays were performed. However, he was known to often take plays from other writers, as copyright did not exist.
Additionally, Shakespeare was famous for interesting new language like 'gossip', 'assured' and phrases like 'was your heart on your sleeve' and 'what's done is done.'

Religion:
Romeo & Juliet was set in a Catholic society with a strong belief in damnation for mortal sin. It was a very religious period.
Suicide and bigamy were both considered to be mortal sins.
Shakespeare was writing following 'The Reformation'. This was when England became a protestant nation, having broken away from papal control by Henry VIII.
Going against your family was seen as betraying God!

Romeo & Juliet Context

The monarch on the throne at the time were Elizabeth the 1st from 1558 to 1603. Then, James the 1st from 1603 to 1625.

The Setting:
'Romeo and Juliet' is believed to be based on a real Italian love story from the 13th century, the actual families are called Capuletti and Montecchi.
This period was 'The Elizabethan Era' which was also known as 'The Renaissance'. It was a time of significant change in the fields of religion, politics, science, language and the arts.

Love:
Love and relationships were not conducted in the same way we expect today, families would often have power amongst the upbringing of their child, even if they may not want to be with them. Marriage often happened at a young age as well with girls as young as 12 being married off, usually for money or to give them a 'better life'.

Class:
The play is set in northern Italy, although Shakespeare, nor the audience would have been there. Things make sense in both Italy and England, like the class.
More middle-class people learned to read and write, this kept the play relevant to the audience. The society in the play is patriarchal, Juliet being ruled by her father and Juliet's mother being told what to do by her husband. This could lead to mistrust between children and parents and is relevant to life in the 1600s.
Dreams were taken seriously, so lots of references were made that a 16th century audience

Families:
Many Shakespeare plays show conflict between parents and children as the father was the undisputed head of the household. Women had no rights or authority in law, and they could not own property or money, but could influence their husbands.

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Planting in Science

This week, we thought we would show you how we take cuttings in Science:

- First of all, we cut off a bushy side-shoot. (It was a shame about this one as it had a couple of really nice blooms!)
- Remove some of the lower leaves and any flowers.
- Leave in a glass of water on a sunny place (usually 1 to 2 weeks) and eventually new roots will form. Then, hey presto, you have a new plant!
- Instead of throwing away large yoghurt containers, insert holes in the bottom of them and use them as plant pots. If you give them a rub with some sand paper, you will be able to paint them. Here is a small sample of our geraniums, which we use for experiments, including testing leaves for starch.



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Head's Commendations



Alexandra D (Year 8)

Alex's poem, "Your Happy Place", has been chosen for publication in a book showcasing young adults' work called 'Imagine - A New Hope'. This was part of the Young Writers latest poetry competition, Imagine! What a wonderful achievement! Well done, Alex!

Louise P-R (Year 9)

Superb persuasive letter for formative RE assessment.

Isla W (Year 9)

Fantastic persuasive letter (RE).

Year 9 Subject Showcase Sessions

Our Year 9 Subject Showcase sessions are part of the Options process. They are 1 hour GCSE taster sessions.

SUBJECT SHOWCASE SESSIONS

Week Beginning	Subject(s)	When?	Where?	Qualification(s)
12 th April	Music	Normal Lessons	Room 15	GCSE Music
19 th April	PE and Dance	Normal lessons	Gym / Outside	GCSE PE and Dance
26 th April	Drama	Wednesday 28 th April SESSION A – Periods 2 & 3 SESSION B – Periods 4 & 5	Drama Studio	GCSE Drama
4 th May	Health and Social Care	Friday 7 th May	Room 11	BTEC Health & Social Care
10 th May	Design Technology, Art, Computing	Normal Lessons	Rooms 50, 52, 53, 34, 36	GCSEs: Art & Design, Computing, Photography, Design Technology (Product Design and Textiles) BTEC Creative Media Production
17 th May	Food Nutrition & Preparation	Wednesday 19 th & Friday 21 st May	Room 23	GCSE Food Nutrition and Preparation

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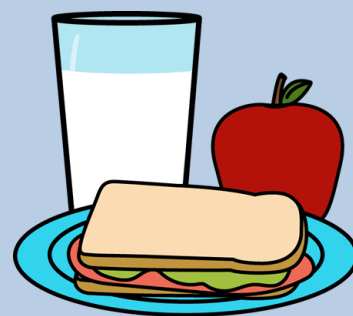


Penwortham Girls'
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Lunch Menu



Week commencing 17th May



Monday

All day brunch – pork/vegetarian sausage, omelette, hash browns and beans

Tuesday

Chicken or Vegetable Tikka served with rice and naan bread

Wednesday

Beef or vegetarian lasagne served with salad and garlic bread

Thursday

Meat and potato pie/cheese pie served with broccoli and pickled beetroot

Friday

Fish/pizza served with chips, peas or beans

Freshly made sandwiches from £1.00

Hot Sandwich selection from £1.85

Cold drinks from 45p

Homemade cookies and cakes from 40p

All menus are planned to meet the food-based standards for food in schools and are checked using a recognised programme to analyse nutrition.

Whilst every effort is made to produce the published menu, please note that they may vary occasionally subject to availability.

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PGHS PE After-School Clubs

Starting W/B 12th 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.



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.



If you have any questions or queries, please contact Mrs Naylor. s.naylor@penworthamgirls.lancs.sch.uk

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Do you need
careers
advice?

Independent Careers Adviser

Shamim Khan

Available for 1:1 Careers Appointments & Drop In sessions in
The Careers Room (Situated first floor next to the ICT Suite)

Drop In sessions Times:

Morning : 8.30am to 9.10am
Lunchtime : 12.30pm to 1.20pm

Careers Adviser Dates:

March 2021	Wednesday 17 th March 2021 Wednesday 24 th March 2021
April 2021	Tuesday 13 th April 2021 Wednesday 14 th April 2021 Wednesday 21 st April 2021 Tuesday 27 th April 2021 Wednesday 28 th April 2021
May 2021	Wednesday 5 th May 2021 Wednesday 12 th May 2021 Wednesday 19 th May 2021 Wednesday 26 th May 2021
June 2021	Wednesday 9 th June 2021 Wednesday 16 th June 2021 Wednesday 23 rd June 2021 Wednesday 30 th June 2021
July 2021	Wednesday 7 th July 2021 Wednesday 14 th July 2021

If you would like a 1:1 appointment, please email:

careers@penworthamgirls.lancs.sch.uk

Registered Professional Careers Practitioner/Member



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NHS
Health Education England

FREE VIRTUAL EVENT

**NORTH WEST
350+ CAREERS IN
HEALTH & SOCIAL
CARE VIRTUAL
TASTER DAY**

**JUNE 2 2021
9:45 - 15:00**

Explore Careers in:

- Psychological Professions
- Finance
- Dental
- Estates and Facilities
- Ambulance Service
- Healthcare Science
- Public Health
- Innovation Agency
- Pharmaceutical medicine

'Do you know there are over 350 careers available in the Health and Social Care. Join us to hear more about what opportunities there are, the different routes in, and how to apply for roles with us. maximise your chances in health careers. There's something to suit everyone. It's not just about doctors and nurses!'

[CLICK HERE TO SECURE YOUR PLACE](#)

PATHWAY
Careers Training & Mentoring

 **Myerscough
College**

**Virtual
Course Advice
Evening (Online)**

6.30pm-8.00pm

 **Tuesday
25th May**

The North West centre for land-based & sports education

www.myerscough.ac.uk  @myerscoughcoll  MyerscoughColl

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Time to get outdoors.

Do You want to Learn New Skills?
Do You want to Get Creative?
Do You want to Get Outdoors?

Do You want to have Fun?

For More information and how to get involved, follow the link below.

westlancsscouts.org.uk/want-to-join/



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Pathways to... Healthcare & Nursing Apprenticeships Virtual Event

An opportunity to help you reach your full potential
Begin a fulfilling and attractive career in nursing

Wednesday 16th June 2021

Main Event: 4.00pm to 6.00pm

Parent/Guardian Q&A: 6.00pm to 6.45pm

Would you like to...

- learn more about pathways into Healthcare & Nursing Apprenticeships within Health & Social Care?
- hear from organisations offering Healthcare & Nursing Apprenticeship pathways and how to access them?
- interact with current and former Healthcare & Nursing Apprentices and learn from their experiences?

Please click on the Eventbrite link to register: