

Theme of the Week: Work and Life –  
Community and Social Services

And the LORD God took the man, and put him into the garden of Eden to dress it and to keep it. (Gen 2:15)



Dear Parents/Carers,

I trust you are well at the end of another week of very unsettled weather! It has been great to welcome

students back to school following the half term break this week. We have made adjustments to Covid control measures, in line with national changes, and are now no longer requiring the use of face masks in school. Students are welcome to continue to wear face masks if they wish, in communal areas and/or in classrooms. We are retaining enhanced cleaning regimes and sanitiser access points for students as part of our general school hygiene measures. Whilst these changes have been welcomed by many we appreciate that there will be some families in our community who are anxious about this return to a more normal way of working. Please do not hesitate to reach out to us if you have any concerns or questions at this time via [admin@kingsschoolhove.org.uk](mailto:admin@kingsschoolhove.org.uk). Year 11 have been conducting themselves very well in their mock examinations this week and we look forward to marking their papers and providing them with the feedback which is so vital at this point in their secondary education. It is wonderful to see more trips returning and to be planning summer enrichment activities in earnest; thank you for your support of all of the extracurricular activity at school. As ever, I wish you a pleasant weekend.

*Mrs Price*

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## Forthcoming Events

<b>Tuesday 1<sup>st</sup> March</b>	<ul style="list-style-type: none"> <li>Shrove Tuesday</li> </ul>
<b>Wednesday 2<sup>nd</sup> March</b>	<ul style="list-style-type: none"> <li>Ash Wednesday</li> </ul>
<b>Tuesday 8<sup>th</sup> March</b>	<ul style="list-style-type: none"> <li>Tate Modern trip for KS4</li> <li>Science Live trip for KS4</li> </ul>

## Talking to Children About Acts of War and Terrorism

As you will be aware there is increased media attention on the events happening between Russia and Ukraine. This has understandably led some children to ask questions or become worried about the situation. At the end of this newsletter we have included an advice sheet for parents to read through on the prospect of talking to children about acts of war and terrorism.

## Year 11 Exam Board Information

Further to our letter of 9th February 2022 please note that we have now collated information from exam boards on the adjustments that they are making to support students sitting external exams this academic year. This collated information is available through our website here:

<https://www.kingsschoolhove.org.uk/exam-advance-information.php>

Please do not hesitate to contact us if you have any questions regarding this information from the exam boards.

## Student of the Week

### Students of the week

<b>Year 7</b>	Hugh C
<b>Year 8</b>	Olive A
<b>Year 9</b>	Harry W, Riley B
<b>Year 10</b>	Toby H
<b>Year 11</b>	Louis C

## Uniform Donations

If you have any school uniform that you no longer need we would be grateful for any donations. Please send in donations to the school office, marked the attention of the school PTA.

## LGBT+ History Month

# MUSIC

## Dusty Springfield (1939-1999)



English singer and record producer

1960s icon, with hits including "Son of a Preacher Man"

Bestselling female singer in the world in 1966

Bisexual woman

## Attendance

Year 11 have achieved fantastic attendance for their mocks this week – over 98% - keep it up!

## Was it all a DREAM?

It's been two weeks since we watched our wonderful cast take their bows, applauded our brilliant band and congratulated our amazing backstage crew. When a show is over there is always a sense of sadness. Meeting up two, sometimes three, times a week and then not at all is a strange thing. Looking back it is with a huge sense of pride in what we achieved - a two hour Shakespeare comedy, in the original language, not a modernised version, complete with 70s songs and dancing. Fifty students on stage at various points. A burgeoning backstage crew. A band ranging from Year 7 to 11. There are so many memorable moments. Harrison coming in on the INSET day at the invitation of Mr Lovell to help rig the lights. Jess and Tabitha being given a brief for Bottom's donkey head and Snug's lion head and producing fantastic work, the like of which we would expect from 6th formers. Tess, Rosie and Letty racing around backstage to make sure things ran smoothly. Leon mastering Superstition and the moment we said "YES why doesn't he chase her round the back of the stage and around the hall! BRILLIANT!". Miss Agius giving up hours to plan and choreograph the dance numbers. Ed bossing the role of Flute and making us all scream with laughter in his pink wig. Osian being the best mischievous Puck I could ever have asked for. So many lovely memories.

Students and staff have asked, "what next?". Well, we will start planning soon and will let you know - we may even put it to a vote, so it truly is democratic decision.

In the meantime we look forward to displaying Leo's beautiful photos around school and keep an eye out because we may even make it into the local press.

Thanks to everyone involved, including all the fabulous staff who gave up their Saturday or evenings to help make this a truly joyous whole school event.

Mrs Grosvenor and Mrs Brennan



## Safety and Wellbeing

As pupils progress through their teens and become young adults it is likely they will come into contact with peers using drugs and alcohol. We invest considerable time in PSHE lessons and the wider curriculum educating pupils on the facts surrounding alcohol and drug use and ensure that all pupils have access to excellent advice and guidance should they need it. We are fortunate in Brighton and Hove to have RUOK, a dedicated service to support young people who are involved in substance misuse or alcohol. You can find out more about RUOK by clicking the following link:

<https://www.brighton-hove.gov.uk/ru-ok>

By far the most comprehensive reference point for pupils, parents and teacher is the Talk to Frank website. If you have any questions relating to substance misuse or wanted to know more about the drugs being used in the UK, you can find out by visiting: <https://www.talktofrank.com/> The website always has a number of topical articles and this month they feature the rise in spiking, the dangers of some vaping products and buying medicines online.

Finally, I wanted to remind parents of the dangers of some vaping products such as Geek Bars. The disposable vapes come in many shapes and have many names (Geek, Elf, Magic to name a few) and have a range of nicotine in them alongside sweeteners and flavourings. The Geek Bar pro, which is not legal in the UK but can be obtained by young people, has the equivalent of 125 cigarettes of nicotine in it. These bars are designed to be disposable and therefore for repeated purchase, unlike the earlier cassette type vapes. RUOK have reported that some young people/under 18s feel dependent on these bars and are already developing significant health problems such as persistent coughs and concerning addictive behaviours.



Alcohol, cigarettes, vaping products and drugs are strictly forbidden on the school site and any pupil caught in possession of these items will receive a serious sanction. We will also make a referral to either RUOK or the Police Liaison Team.

## New Views 2022

Since last September, Year 10 drama students have been doing weekly workshops in order to understand better the craft of playwriting. New Views is a project run by the National Theatre aimed at getting young people to consider writing for the theatre. In October Jennifer Farmer, a professional playwright, visited King's to deliver a workshop. Four students have now submitted a first draft that will receive her feedback in March, before they have the chance of entering their plays into a nationwide competition that could earn them the opportunity of having their play staged at the National in July. Well done to Nick, Lyndon, Mitzi and Jasmine. I am extremely proud of you all.

Mrs Grosvenor

## Duke of Edinburgh

Thank you to all of the Year 9 Parents and Carers who attended the online Duke of Edinburgh event on Tuesday. Duke of Edinburgh is an exciting opportunity for students and we are keen to get students enrolled and started on the programme as soon as possible. If you are interested, please register ASAP or contact [admin@kingsschoolhove.org.uk](mailto:admin@kingsschoolhove.org.uk) for further information. You can also find out more about the award at their website <https://www.dofe.org/>.

## Year 11 Mocks

The next set of Year 11 mocks will continue to take place until Friday 4<sup>th</sup> March. Each student has been given an individual mock timetable, but you can view the full timetable below.

	Monday 21 February	Tuesday 22 February	Wednesday February 23	Thursday February 24	Friday 25 February
<b>Morning</b>	English Language Paper 2	Comb. Science - Biology F & H Biology H	Maths Paper 2	Comb. Science - Chemistry F & H Chemistry H	English Language Paper 1
<b>Mid Morning</b>	Spanish Listening Foundation Tier	French Listening Higher & Foundation Tier	Spanish Listening Higher Tier		RP
<b>Afternoon</b>	Maths Paper 1	Geography Paper 1 - Physical	Drama PE Paper 1	Maths Paper 3	French/Spanish Writing Both Tiers
	Monday 28 February	Tuesday 1 March	Wednesday 2 March	Thursday 3 March	Friday 4 March
<b>Morning</b>	Comb. Science - Physics F & H Physics H	English Literature	Computer Science 2	Business Paper 2	
<b>Mid Morning</b>	History 2 – Cold War	French/Spanish Reading Both Tiers	Geography Paper 2 - Human	CATCH UPS	
<b>Afternoon</b>	Media Studies Computer Science Paper 1	Music DT Business Paper 1	PE Paper 2	CATCH UPS	
			French & Spanish Speaking Exams All Day	French & Spanish Speaking Exams All Day	French & Spanish Speaking Exams All Day

## Sports Round-up!

Our incredible Year 8 A and B netball teams beat Cardinal Newman this afternoon. A's won 10-6 and B's won 6-3.

Emma B and Gabriel S played their first netball games for the school today as well, which was a highlight.



## Arts Students of the Term – Term 3

### Art

Florence H, Ava L-T, Frieda C-B, Luka M, Mia C, Matilda W, Lola S-P, Maddie S, Lilika S, Anna W, Ida P, Jude L, Martha H, Mariam E, Henry C, Elissia M, Prithviraj V, Ruby D, Erin C.

### Drama

Hugh C, Ida P, Mischa P-C, Scarlett L, Martha P, Tilly S, Abraham A, Joshua R, Ronnie O, Harrison P, Jess B, Tabitha E, Osian B, Leon R.

### Music

Luka M, Summer H, Frieda C-B, Leon R, Aaron M, Edith M, Robbie N, Oscar C, Shams B.

## Ramadan

Students at King's study Islam as part of their study of major world faiths in KS3 and as one of two main religions for their GCSE (the other being Christianity). We have many Muslim students and aim to ensure that our students are well educated on the Islamic faith.

Ramadan is the ninth month of the Islamic calendar. The exact dates of Ramadan change every year. This is because Islam uses a calendar based on the cycles of the Moon. In 2022 in the UK, Ramadan will begin in the evening of Saturday 2 April and will end on Sunday 1 May.

During the month of Ramadan, Muslims won't eat or drink during the hours of daylight. We have many students who will be observing this fast.

Ramadan remembers the month the Qur'an (the Muslim holy book) was first revealed to the Prophet Muhammad. The actual night that the Qur'an was revealed is a night known as Lailut ul-Qadr ('The Night of Power').

The end of Ramadan is marked by a big celebration called 'Eid ul-Fitr' (the Festival of the Breaking of the Fast).

Muslims are not only celebrating the end of fasting, but thanking Allah for the strength he gave them throughout the previous month.

Mosques hold special services and a special meal is eaten during daytime (the first daytime meal for a month).

During Eid ul-Fitr Muslims dress in their finest clothes, give gifts to children and spend time with their friends and family. Muslims will also give money to charity at Eid.



## Speakers for Schools

Broadcasts are a great way for students to hear directly from leading figures from a range of industries, and have the opportunity to ask questions via a moderated Q&A. Speakers for school provide live and recorded broadcasts for students to participate in. Watch pre-recorded broadcasts from the library [here](#). Next week's broadcast schedule is below:

<b>Date</b>	<b>Monday 28<sup>th</sup> February 2-2:45pm</b>
<b>Speaker</b>	<b>Finance and Fashion- Mathew Dunn, CFO, ASOS</b>  <b>For KS4-5/S4-6</b>
<b>Info</b>	Do you enjoy working with numbers? Are you interested in a career in Accounting? Join us for a broadcast with Mathew Dunn, Chief Financial Officer, ASOS. Tune in to learn about the role of a CFO and some of the different pathways to working in Finance. Interested in fashion? This broadcast is for you too! Mat will be speaking about some of the different roles at ASOS.  Click <a href="#">here</a> to register

<b>Date</b>	<b>Wednesday 2<sup>nd</sup> March 10-11am</b>
<b>Speaker</b>	<b>Broadcast in partnership with #Merky Books and HSBC, Let's talk money with Bola Sol</b>  <b>For KS4-5/S4-6</b>
<b>Info</b>	How do you have conversations about money? How do you budget and save money? Bola will dispense practical tips and straightforward advice on building a relationship with money.  Please note that this broadcast will be streamed from a talk at a school.  Click <a href="#">here</a> to register

<b>Date</b>	<b>Wednesday 2<sup>nd</sup> March 2-2:45pm</b>
<b>Speaker</b>	<b>Jasmine Whitbread, Chair, Travis Perkins</b>  <b>For KS4-5/S4-6</b>
<b>Info</b>	What is it like to be the Chair of a FTSE 250 Company? Join us for a broadcast with Jasmine Whitbread, Chair of Travis Perkins, the UK's largest builders' merchants. Tune in to learn about what helps Jasmine to feel motivated and how she continues to grow and develop as a leader.  Click <a href="#">here</a> to register

<b>Date</b>	<b>Monday 7<sup>th</sup> March 2-3pm</b>
<b>Speaker</b>	<b>Broadcast in partnership with #Merky Books and HSBC, Niran Vinod and Damola Timeyin, writers of 'How to Build It'</b>  <b>For KS4-5/S4-6</b>
<b>Info</b>	Join us for a broadcast with Niran Vinod and Damola Timeyin, authors of 'How to Build it'. They will be discussing their experiences of building a brand, how to unlock your potential and turn your side hustle into a real opportunity.  Click <a href="#">here</a> to register

BOOKS TO HELP YOU UNDERSTAND AND  
MANAGE YOUR MENTAL HEALTH



Brain Power

By Dr Ranj

What Is Mental Health and Where Does It Come  
From? And Other Big Questions  
By Lucy Maddox



You Will Be OK

By Julie Stokes

Zebra Can Cope  
By Sue Graves



Split Survival Kit  
By Ruth Fitzgerald

Be Your Best You  
By Honor Head



LEGO CODING CLUB  
Wednesday After School

Using Lego Spike Prime kits, we're exploring programming a bunch of different projects, each built from Lego. We've been investigating sensors and motors this half term. We're hoping to develop our skills and enter the national Lego League competition next year.

If you'd like to learn more, come and see Mr. Kent in Science 5 or sign up through the office. We have plenty of space for any robotic enthusiasts. No coding experience necessary!

Apologies we've had to change the day. Now on a **Wednesday** after school in Science 5!

## Talking to children and young people about acts of war, terrorism or serious events: advice for parents and carers

### Take time to listen and to talk

Take time to listen to what your child says and talk about what has happened. Children look to their parents and carers for guidance and reassurance. Even if your children are reluctant to talk about it at first, take the lead. What you say matters. Model that it is OK to talk about difficult things in an honest and open way.

### Help your children express their feelings about the tragedy

Share your feelings with your children, it is OK for them to see you upset or worried, but set a good example by expressing your feelings in an appropriate manner. Extreme expressions of anger and grief may not be helpful to your child's sense of security and self-control.

### Identify and acknowledge your children's fears

Children may have unrealistic fears that we do not anticipate. They might fear an attack on their home or loss of their parents or carers. Take time to find out what your children are thinking about and acknowledge that it is reasonable to be scared, horrified or anxious, or whatever it is they are feeling. Having acknowledged the feelings provide reassurance about their relative safety.

### Review what they understand

As your children continue to deal with national or international events including the pandemic, war and terrorism, they may have misconceptions or misunderstandings about what took place, even if they have followed the news accounts. Talk about it in terms they can understand.

### Think about what you want to say and how to explain

You may want to think about how you will talk with your children about what happened. It is generally better to talk about people who are evil and do violent and bad things, rather than evil people. Identifying key messages may also be helpful. Such as "I will always take care of you" "We are safe here", "This is a difficult time, but difficult times pass", "There is still positive and good things in the world, can you think of any?"

### Limit media exposure

Television news presents highly disturbing images and

victim accounts that can be too frightening for most children, particularly those under the age of 12. Turn off the TV or radio when war coverage is on. You don't need to hide what's happening in the world from your children, but neither do you have to expose them to constant stories about war. Monitor your child's Internet usage to ensure that they aren't going to sites that will give gory or sensationalized accounts of war.

### Express anger in an appropriate manner

It is understandable that children feel angry, but the target of that anger should be the terrorists or the people responsible. Discourage stereotypes and prejudice which grow so easily from hate and fear. Use the opportunity to teach respect, empathy and understanding and explain prejudice. If a British citizen commits an act of terrorism, it does not represent all British citizens or if a football supporter is violent towards a supporter of another team this does not mean all football supporters are violent.

### Remember all children are different

Reactions will vary from child to child depending upon a variety of factors including their personality, age, developmental level and personal history. For example, children who have experienced trauma and loss, have family in the military or have longstanding emotional problems are most vulnerable during periods of new threats. Children who seem preoccupied or very stressed about war, fighting, or terrorism should be evaluated by a qualified mental health professional. Other signs that a child may need professional help include: ongoing trouble sleeping, persistent upsetting thoughts, fearful images, intense fears about death, and trouble leaving their parents or going to school. However, not all children will appear to be affected by international events. Some may not want to think or talk a lot about these events. It is OK if they'd rather play ball, climb trees, or ride their bike, etc.

### You won't make it worse!

Often what children need most is someone whom they trust who will listen to their questions, accept their feelings, and be there for them. Don't worry about knowing exactly the right thing to say – there is no answer that will make everything okay. Silence won't protect them from what is happening, but silence will prevent them from understanding and coping with it. Remember that listening, answering, and reassuring should be at the children's own level. While not always easy, talking is an important means of sharing your feelings and learning how to cope and adjust with

loss. It is okay if your children get upset when talking about scary or disturbing things. As a parent or carer, you can then reassure them and help them to feel safe and secure. Make sure your children realise it is okay to show you when they are upset. Otherwise, they may try to hide their feelings and will then be left to deal with them alone.

## **Find a positive including pointing out the good people who are helping**

In horrific events there are always examples of individuals and groups working hard to care for and support others. Point these out and celebrate them.

## **Encourage compassion**

Talk with your child about those directly affected such as refugees who are fleeing their homes. Consider how you may be able to support such as donating to charity. We can also reflect on how we stand up for others, or what we can do to promote human rights and use legal ways to raise grievances.

## **Spend some family time in normal, reassuring activities.**

Bake a cake. Go for a walk. Play a favourite game. Do something together as a family that helps your children feel comfortable and secure.

## **Get support for yourself**

Speak to a friend, family member, community or faith leader or partner if you need support for yourself.

Families directly affected may need to do this in particular.

[Support to improve your health \(brighton-hove.gov.uk\)](http://www.brighton-hove.gov.uk)

Adapted from:

<http://curry.virginia.edu/research/projects/threat-assessment/talking-to-children-about-terrorism>

[http://www.nyc.gov/html/mancb7/html/resources/emergency\\_parents.shtml](http://www.nyc.gov/html/mancb7/html/resources/emergency_parents.shtml)

[https://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/FFF-Guide/Talking-To-Children-About-Terrorism-And-War-087.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Talking-To-Children-About-Terrorism-And-War-087.aspx)

<https://www.apa.org/topics/resilience/kids-war>

<https://www.verywellfamily.com/how-to-talk-to-kids-about-war-4147597>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/talking-about-difficult-topics/>