

# ORCHARD SCHOOL Newsletter

[www.orchardschoolbristol.co.uk](http://www.orchardschoolbristol.co.uk)



INSPIRE TODAY. EMPOWER FOR LIFE

## Welcome

This is our last newsletter of the year, and what started out as a normal year certainly turned into one that no one could ever have predicted: Covid-19 has certainly turned our understanding of schools and learning upside down. Online learning is being transformed by teaching staff, and more students are accessing work online than ever before. Our students make me immensely proud - whether those Year 10s or children of key workers in school who show such determination every day, or those continuing their learning at home. Young people are more resilient and flexible than we sometimes give them credit for. The vast majority of our students will bounce back into school in September ready to get on with their learning again. And for those that are struggling, we will be there to support as best we can.

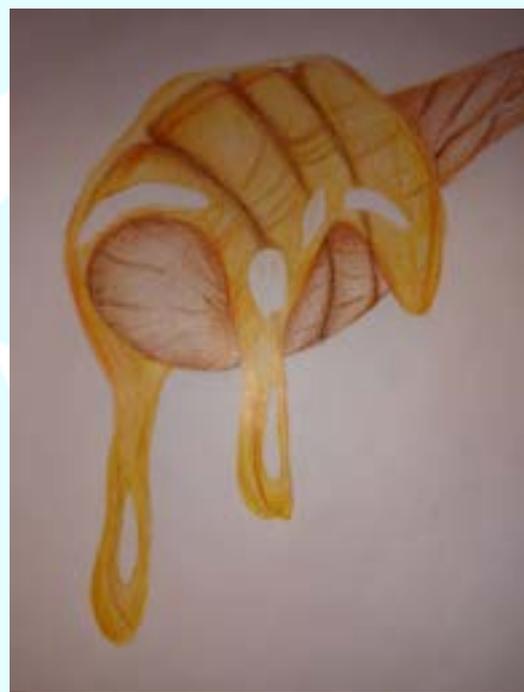
This newsletter has yet more wonderful art work, writing, competition results and activities that students have been engaging in. Poetry and art has been a popular response to the death of George Floyd in Minneapolis and the subsequent momentum with Black Lives Matter. Our students and staff have been engaging in debate and discussion, identifying our strengths and re-evaluating aspects of our provision where we could reflect our students' heritages and experiences as widely as possible.

I wish you all a happy and healthy summer.

**Julia Hinchliffe**, Headteacher

### **#blacklivesmatter** **A poem by Kyle M. (Y7)**

White is purity and black is sinful...  
These remarks no longer will define me, those voices no longer will oppress me because today our voices cry louder and today we clear the cloud  
Today we will reveal the stars that can be drawn upon a black canvas and they will be seen  
They will be seen because no longer will we stand to see the background define the artwork but rather the true content of their character  
Today we will shape the course of history  
Today we will spark a movement  
Today the glory will not be found in the race that never fell but also in the race that rose every time it fell.



**Pictured:** Amazing artwork from our students who continue to send their work to us. (Left) Black Lives Matter poem from Kyle M. (Y7); (right) Grace B., Year 8 - honey drizzler.

## Free School Meals

We know that the pandemic has meant a change in circumstances for many of our families. If your circumstances have changed, you may want to look into whether your child is eligible for Free School Meals.

There are some **common myths** about Free School Meals:

- You do not have to live in social housing to be eligible for Free School Meals.
- You do not need to have been claiming Free School Meals when your child was at primary school.
- Your child does not have to queue or eat separately. Other students will not know that your child receives Free School Meals.
- It's not just about food. We will be able to offer discounts on school trips, educational resources, and in some cases, uniform.

You can access the checker-form and more information here: <https://www.bristol.gov.uk/schools-learning-early-years/free-school-meals>

We can help you to fill in the form if you need it – just email us or phone us: [info@osb.school](mailto:info@osb.school) or 01173772000.

## School Closure Vouchers

Please note that if you have received Free School Meal vouchers for the lockdown/school closure period, the vouchers have an expiry date. You also need to have redeemed your vouchers in order to qualify for food vouchers over the summer holiday. If you have any questions, or if you're having issues in using your vouchers, then please email us or phone us: [info@osb.school](mailto:info@osb.school) or 01173772000.

## Financial Support

If you would like to know more about financial help or advice available to people affected by the pandemic, these links may be of use.

**Financial help if you've lost your job or had a drop in income due to Covid-19:**

<https://www.bristol.gov.uk/benefits-financial-help/covid-19-financial-help>

**If you have been too ill to work, or if you're self-isolating, you may be eligible for statutory sick pay:**

<https://www.gov.uk/statutory-sick-pay>

**Apply for a reduction in Council Tax:**

<https://www.bristol.gov.uk/benefits-financial-help/bristols-local-council-tax-reduction-scheme>

## Transition to Year 7

We are getting really excited as we prepare to welcome our new Year 7 into Orchard in September 2020. We can't wait to meet our new cohort and help them feel happy, safe, and welcome as they start their new secondary school journey.

This year has been a little bit different for Year 6. We know that starting secondary school is both a worrying and exciting time, but perhaps it's been a little bit harder this year as Year 6 students have not been able to come up for a Taster Day, or meet other students from other schools.

We also understand that parents must have a lot of questions about starting at Orchard, especially if it is your eldest child coming up to secondary school. We have put some support in place:

### Updated website for transition

Our website has been updated to reflect this exceptional year for Year 6 to Year 7 transition. This includes FAQ for both students and parents. You can find it here: <https://www.orchardschoolbristol.co.uk/page/?title=Transition+to+Orchard+for+Year+6&pid=415>

Please note that there is a drop-down menu, so if you're accessing this on your phone or tablet, you'll find a lot more information on the menu key.

### Video tour for students and meet the team

Year 6 students haven't had the chance to meet their new Head of Year, Miss Bryan, or their new Pastoral Manager, Miss Antigha. They would normally have met some of the tutor team by now too.

We've put together a video 'tour' for you. You can meet some of the key people, see some of the building, and start to get a feel for how things work.

You can find the video here: [https://youtu.be/Qu7gw\\_foB2g](https://youtu.be/Qu7gw_foB2g)

### Parent-to Parent Support

Our parents have reached out and offered personalised and direct support for parents of Year 6 during the transition period. Their profiles are on our website and you can hear some of them speak about their experiences, offer support, and give advice on a video message.

Parent profiles: <https://www.orchardschoolbristol.co.uk/page/?title=Parent%2Dto%2DParent+Support&pid=420>

Parent video message: <https://youtu.be/9ywY0fmQEnc>

Parent FAQs: <https://www.orchardschoolbristol.co.uk/page/?title=FAQs+from+Parents+of+Year+6s&pid=418>



## Ideas for Enrichment

As part of our ever-growing Enrichment sessions held on Wednesday afternoons we are keen to develop our breadth of opportunities for students. We would love to have your suggestions of any Enrichment activities you believe would be beneficial to run at Orchard School. Our recent offer includes learning about ancient cultures, Chinese calligraphy, computer coding, cookery, dance, gardening, learning Italian, making bee hotels, acapella choir, origami, performing arts, sports, making sock puppets and yoga.

Please contact Mr Phil Keeling ([p.keeling@osb.school](mailto:p.keeling@osb.school)) with any ideas or contributions you may be able to offer. Thank you!

## Parent forum

The latest Parent Forum took place virtually, with the discussions focusing on support during lockdown, Year 6 transition and the structure of the forum next year.

The feedback about the volume of work set during lockdown and the support received from school was positive. Parents recognised the challenges that have arisen in the unusual circumstances. We will continue to share photos of the fantastic work that students are submitting in the newsletter and hope that many of our students will be awarded house points and their bronze, silver and gold certificates!

As Year 6 students and their parents will not be able to visit the school this term, the Parent Forum group suggested that we film a support video for parents, as well as students, to share the experience of parents at Orchard during the transition period. The Parent Forum also suggested a Parent-to-Parent support offer. We are pleased to say that we have now set up both of these. The links are below.

The Parent Forum will continue to meet once a term next year and welcomes new members. The dates for the forum will be shared in September. If you have any questions about the forum, please contact Ms Kate Richards ([k.richards@osb.school](mailto:k.richards@osb.school)).

You can watch our new parent advice video here: <https://youtu.be/9ywY0fmQEnc>

You can watch our video for Year 6 students here: [https://youtu.be/Qu7gw\\_foB2g](https://youtu.be/Qu7gw_foB2g)

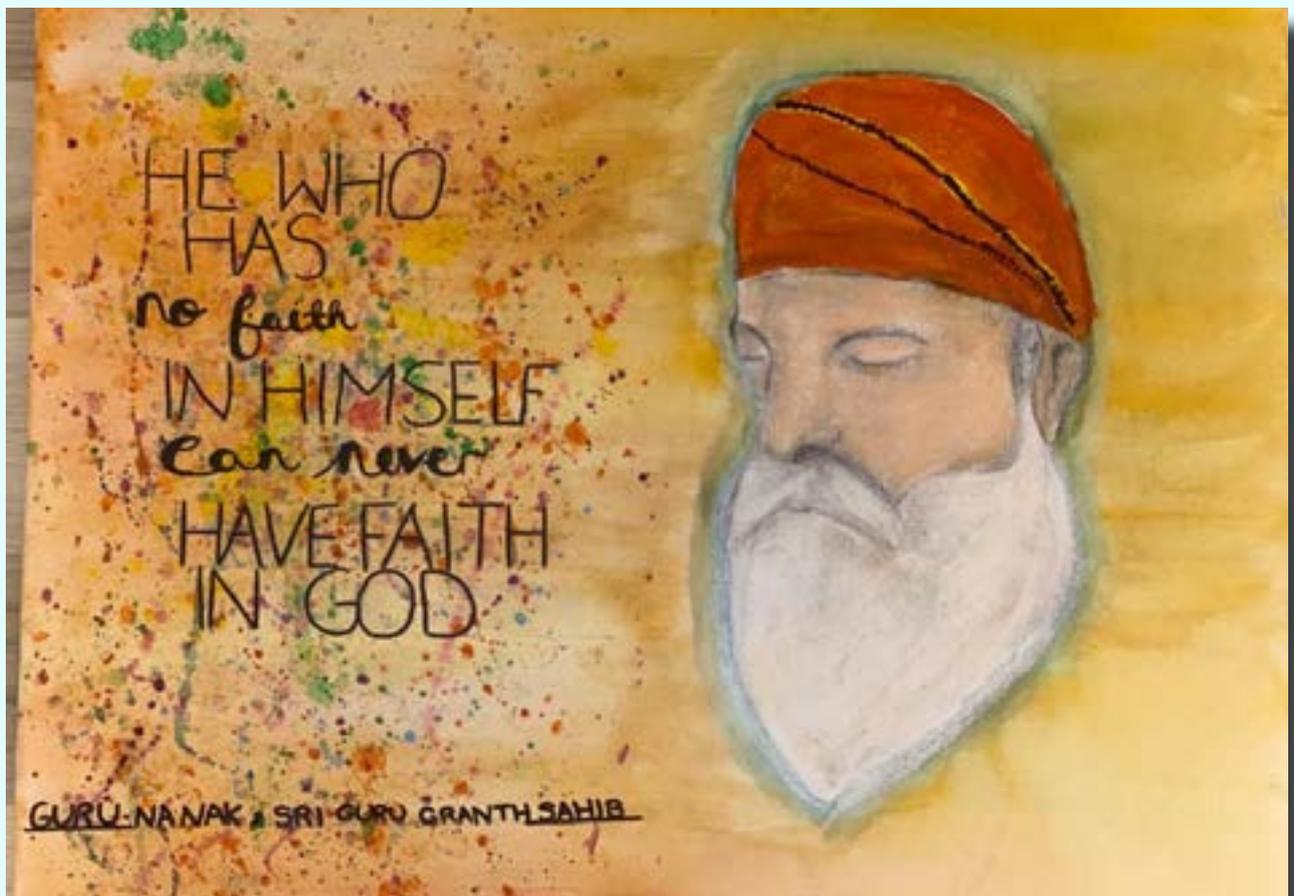
You can find our transition pages here (if you're looking on a phone or tablet, you'll find several other transition pages on the menu bar at the top): <https://www.orchardschool->

## Home Learning Updates

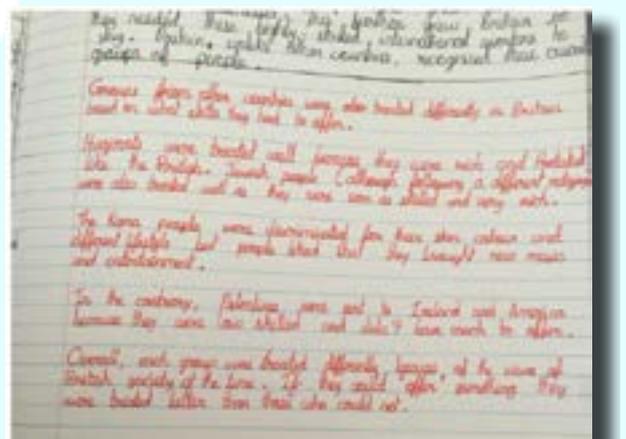
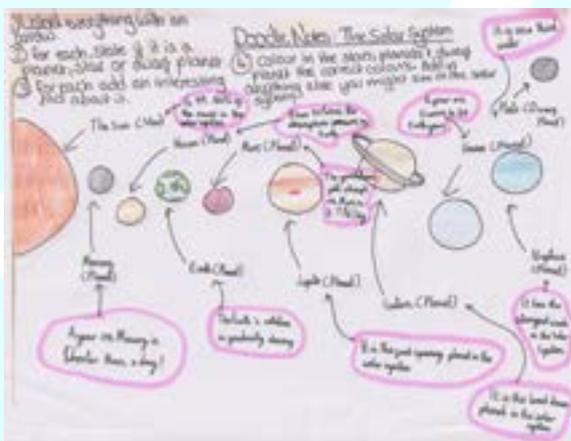
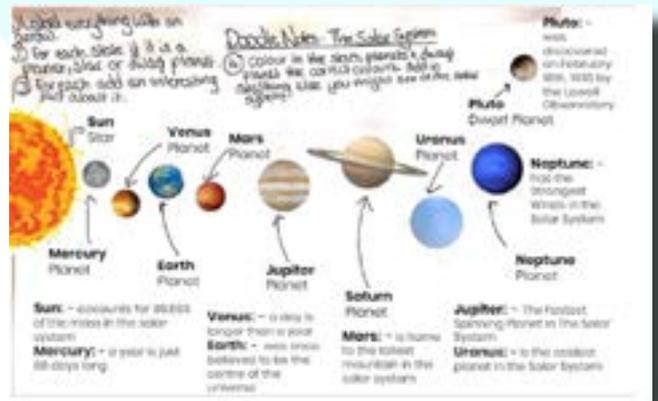
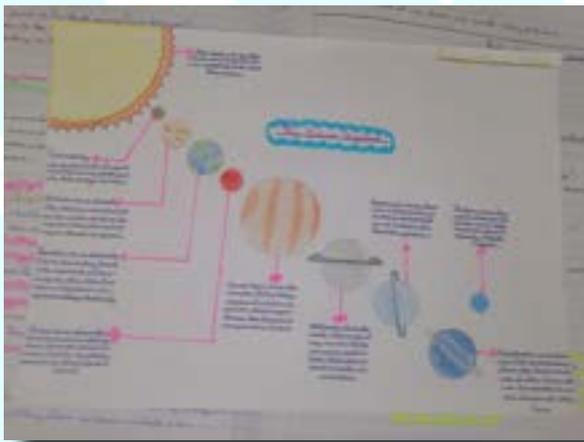
A huge well done to all of our students who continue to work hard and send us their efforts. We know how hard it is to sustain such efforts but you're doing brilliantly.



**Pictured (clockwise from top left):** Gem W. (Y8) water-fall model for geography; Summer S., (Y10) double-exposure portrait of her dad; Kajol K. (Y9) painting for religious education; Barney AC (Y7) artwork rose.



# Home Learning Updates - cont.



**Pictured:** (top row L-R) Dalal H., (Y8) and Meridith R., (Y8) diagrams of the solar system for science; (second row L-R) Elizabeth P., (Y8) diagram of the solar system and Sasmit P., (Y9) considers why the people who fled to Britain between 1500 and 1900 were treated so differently when they got here for History; (third row L-R) Gracie-Leigh B.,(Y9) self portraits and Isabella T., (Y8) portrait with owl head.

## Home Learning Updates - cont.

Orchard students have also been working hard on their writing skills. Here we have a selection of extended written work which has been submitted this term. Well done to all who have contributed.

### History

#### **The changing reasons for migration to Britain over time**

By Nader K. (Y9)

Throughout the years migration and immigrants have changed. Different people/groups from different backgrounds migrated to Britain for many reasons. Some people migrated looking for safety, others for their own goods like the Romans invading for the rich resources found in Britain. The first people to have come to Britain were the Romans, they successfully invaded in 43 BCE, leaving behind a long lasting legacy on Britain. Many of the main roads are based on old Roman roads, much of the language and some laws can be traced back to them. And they were the first to introduce wine, apples, carrots, and coins to Britain. Following the collapse of the Roman empire, the Saxons were the first large group from Germany to settle in Britain. They were originally raiders who would come and take valuable resources from Britain. But after the Romans left, they were invited to come to Britain and agreed to help the British with fighting the Picts. The Anglo-Saxons, as these Germanic people became known, were important for English culture. They used the Old English language, they developed counties and shires that still exist today, gave names to many places in England, and developed laws that still exist today.

1066 would be the last time that invasion brought migrants to England. That does not mean that migration has stopped though; factors other than invasion have influenced many people to come to Britain since. One of the main reasons why people have come to Britain in the past was due to persecution. The first migrants that came to England were the Roma. They originally came from India and first settled in England in 1505. The Roma were often made to be slaves because they were different from the European people that they lived alongside. However, Roma were largely accepted in Britain, Roma people did not live in one place but moved around in decorated carts and caravans. Roma people were respected for their music and entertainment as well as skills in making things. The next wave of immigrants was the Huguenots who originally came from France. They were Protestant Christians when France was a Catholic Christian country, so as a result they were forced to become Catholics, or they would be enslaved or imprisoned. Britain was a Protestant country so the Huguenots were made welcome. They fit into society well, as many Huguenots were educated and skilled. They were good at things like weaving, goldsmithing, and clockmaking.

All of these groups of people who moved to Britain had some similarities and some differences. For example, early Immigrants came to Britain for wealth and power like the Romans, whereas later migrants came because of the difficulties that they faced in their lives, one of the main reasons they fled their countries was due to persecution. Overall Britain was welcoming to each group of immigrants and did not persecute them because of their background, colour, or religion.

## Home Learning Updates - cont.

### History

#### Who was most to blame for the sinking of the Titanic?

By Dalal H. Y8

The Titanic sunk because the Titanic hit an iceberg. Despite desperately turning to avoid it, and putting the engines into full reverse, the Titanic struck the iceberg and was damaged below the waterline. Six of the watertight compartments had been ripped open and water flooded in causing the Titanic to sink in less than three hours.

The First-class passengers were more likely to be rescued than the second and third-class passengers. I believe they were more likely to be rescued because their cabins were located at the top of the ship while for example the third - class passengers cabins were deep down in the ship where the water would most likely start flooding in through, giving a low percentage that third-class passengers would be rescued or survive the incident.



I think that Harland and Woolf were most to blame for the sinking of the Titanic because they made rivets out of cheap, poor- iron. As the Titanic hit the iceberg, the rivets snapped off and sections of the ship were torn wide open causing the water to flood the ship in a very quick amount of time. Perhaps if they have used a more expensive, higher-quality iron, the hole on the Titanic's side would have been smaller- and maybe the ship would have survived with little damage. There is also a further investigation of the rivets that revealed that the poor-quality iron became brittle with low temperatures. Moreover, though there were many to blame for the sinking of the Titanic this is the most relevant to the sinking of the Titanic according to my opinion and it has been investigated and approved.

#### 'Unnatural'

By Elizabeth P. (Y8) - a poem written for RE

I wake to the sound of birdsong  
'So natural,' I say  
Then I see deforestation  
'Natural' is whisked away

I look to the heavens above  
I pray to God right there  
For I remember all God's work  
Is being ruined when in our care

So, I implore you all to stand up  
Because this is what it is worth  
For a healthier, lovelier atmosphere  
We must save God's Good Earth!

I look to the heavens above  
I pray to God right there  
For I remember all God's work  
Is being ruined when in our care

I walk to the golden beaches  
Or at least that is what I thought  
But there are plastic bottles  
everywhere  
They all litter what they bought

I walk out to smell the fresh air  
That God made for us  
But all I smell is harmful pollution  
I need to make a fuss

I look to the heavens above  
I pray to God right there  
For I remember all God's work  
Is being ruined when in our care

**Elizabeth has written this poem as part of a booklet on the theme of 'God's Great Earth'**

## Home Learning Updates - cont.

### English

#### 'Underground'

an extract from a story by Grace B. (Y8)

A priest has discovered a mysterious hidden space beneath his church...

#### Chapter 5

It was immense. The curved walls, the bountiful decorations, the endless golden accents. He looked around him and then above him; he ran back up the stairs and shut the door. It was darker now, but the candles shone brighter. Sneaking down to the entrance, he noticed that it was also quieter than before. More eerie and desolate. Quickly, he ran down this corridor and entered the first room he could find. Pressing his back up against the wall, he took it in.

He had never seen anything like it.

If the corridor was extravagant then this room was other-worldly. Its ceilings were impossibly tall and the carpet was the most dark royal maroon. There were sofas scattered around the room along with armchairs - all of them in a dark blue velvet with golden feet. A grand chandelier hung from the middle of the ceiling. Its beautiful crystals and diamonds shone in the candle light. Their reflection bounced onto the walls along with the golden decorations. It made the walls look like molten gold, dripping down. He gasped. Never had he ever imagined to see this. He shut his eyes and reopened them; perhaps he was dreaming. But he wasn't. He stood, staring at the most beautiful room he had ever seen.

Scanning the room, he noticed a small arch maybe a metre off the ground; it was tiny and dark. He inched closer and saw that it was hollow and not blocked as he had thought before. It was tight and small - he could barely fit a hand in it - and when he reached down the tunnel, and scraped his hand and arm along raw brick walls, it seemed icy cold and utterly barren.

Wait. At the very end of the tunnel, a small piece of some type of metal; fit for what purpose he was not sure. It was round in shape and seemed impossibly large for the size of this narrow tunnel. It was larger at the front than the back and it seemed smooth at first - bitterly cold to touch, like the bricks. But now he could feel small rose engravings similar to the ones on the door latch that had first caught his attention in his church. They were smaller and harder to identify but definitely the same patterns.

As he looked at the small space he had reached his arm into, he was shocked to see that it was noticeably bigger. His arm had more room to move and the lighting of the larger room was slowly travelling into it. Rotating his arm anti-clockwise, he realised every movement he made increased the space, and he could now fit the other arm through comfortably. It was almost as if it was swallowing him into the gap and half the wall was open. It was bright inside now and surprisingly spacious. He felt a type of connection to the cold metal at the end, and the cool brick of this space he was being drawn into - like it was a destiny of his. Strangely for a religious man, he had never believed in destiny but he felt very differently at this moment.

He looked into the opening and could now see that the cold metal was actually a door handle. At least that is what it looked like. That would explain the shape he had felt, and those same engravings. Inexplicably, the wall had now almost completely opened into a broad tunnel, and it was incredibly bright; the lights that now seemed to emerge from inside were almost blinding. He reached his hand deeper and placed his other arm in too. Then a leg. Then a second leg, hoisting himself through. Before he knew it he was inside and he could walk down this unearthly tunnel.

## Maths Update

### UKMT Events

On the 25th of June, 50 Orchard students from Year 7 and 8 took part in the United Kingdom Maths Trust's Junior Mathematical Challenge. Usually we are able to attend this prestigious competition in person and we were worried that it wouldn't go ahead, but they managed to hold it online - to everybody's relief. The UKMT is a 60 minute test on mathematical reasoning and problem solving. The UKMT challenges are taken globally and the standards are very high. We look forward to announcing all of our successes in the next Maths newsletter.

Ten of our most able mathematicians from Years 9 and 10 have taken part in the UKMT live webinars, that expand on their virtual and home-based learning. The topics are aimed at expanding interest in mathematics, and inspiring keen young mathematicians to explore further. The first webinar was on 'Exploring Symmetry' led by Eve Pound from the University of Sheffield. Here is some of our students' feedback:

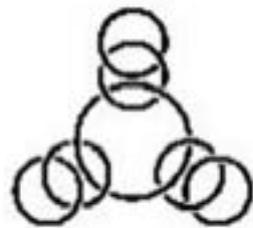
**"We learned about the symmetry of shapes- mainly triangles. Specifically, we learnt about different reflections and rotations that would keep the shape symmetrical. We used these to simplify and solve large sets of instructions on a triangle. In the second webinar, we used these skills to solve a difficult number problem."**

**"The UKMT webinars have motivated me to pursue further math study after GCSE"**

### The Maths Newsletter

You may remember that we have launched a newsletter from the Maths Faculty. This is to keep our students and community up-to-date with all that's going on. It's emailed out to students every month.

In the first issue we asked you what the smallest number of rings would need to be cut in order to separate all of the rings in this diagram.



We announced the answer to this, and lots of other puzzles, in last month's edition. It was three! The configuration includes three pairs of small rings. If the ring in each pair which is connected to the large ring is cut, then all of the rings can be separated. Did you get the right answer?

### Maths Careers

We have also launched a careers section to our maths newsletter. As maths teachers we often get asked "when will we use this?" and the truth is maths is the hidden tool behind the people making a difference to our futures. Check out these fantastic careers powered by maths <https://www.youtube.com/watch?v=Pd1hDVEfTh4>, and make sure you look out for a new career involving maths in each edition, you may be surprised!

## Maths Update Cont.

### MemRi Competition

Last month our mathematicians rose to the MemRi Challenge to complete a MemRi Quiz on Hegarty Maths on as many days as they could during the week of the 18th of June. Those who answered questions on 5 days received a Gold Certificate, Silver for 4 days and Bronze for 3! We were so impressed by our students' performances and are very proud of the phenomenal mathematicians that they are becoming. Have a look at the leaderboard below to see who was awarded a certificate:

Y7		Y8		Y9		Y10	
Pupil	Score	Pupil	Score	Pupil	Score	Pupil	Score
1. Nathan B 2. Maddy F 3. Chinmay R, Charlie A 5. Ryan H 6. Jack C, Duan D	156 137 110 60 50	1. Elizabeth P 2. Dalal H 3. Meridith R, Finley M 5. Martina B 6. Abigail G-S 7. Bret J	420 350 90 70 60 50	1. Sasmit P 2. Kahlam W 3. Shayme-Leigh B	252 184 70	1. Cassidy G-S 2. Jason N, Max S 4. Jacob B 5. Jay O	120 90 53 30
1. Abdalla A-G 2. Edwin A 3. Reece H 4. Miley G-S 5. Kevin T, Nico B, Luca B Barney A-C, Gloria R, Lily A Chanise A	139 110 100 87 40	1. Connor E-B 2. Ian T 3. Amira S 4. James V 5. Zane W 6. Jake F 7. Beau J, Esme B	110 100 94 80 79 60 40	1. Leonnif A 2. Annette M 3. Naomi H 4. Sahra F 5. Conall F, Ruby C	100 80 76 49 40	1. Alena B 2. Lana S 3. Hayan M 4. Karley H, Chelsie S, Perfect A, Abdullahi M	90 70 60 40
1. Chloe L 2. Kyle M 3. Balazs B Jack T 5. Gem W 6. Ridwan A, Roksan G-Z, Jack K, Eva T, Jack G, Connor J	117 70 50 41 39 30	1. Kelsey K, Hamda M, Sania K, Abigail S	30	1. Daniel H, Sophie P, Emma P, Tianna W	30		

The MemRi quizzes had to be completed over three different days in order to gain a certificate but a shout out also goes to the pupils below who worked their socks off for a couple of days - look at how many questions they did!

Freddie M. (110)  
Dylan D. (81)  
Jessica G. (62)  
Demi J-P (60)  
Adrian KD. (56)  
Courtney U. (53)

# Black Lives Matter

Our students have been expressing their thoughts about the Black Lives Matter campaign in many ways. Here are some examples of their work.



## BLACK LIVES MATTER!

The extensive amount of police brutality towards people from Black and Minority Ethnic Groups is frankly unacceptable and has to be stopped. In America and all other countries who have such a disgusting amount of supposed racist police attacks and or police brutality cannot keep denying it because it will catch up with them one day.



As you can see in the pictures above the public have stormed the streets in an attempt to put an end to the monstrous treatment of Black people. They and many other people are appalled by the fact that the people whose job to protect them are actually seeming to be more of a threat than the protesters!

## What is the black lives matter movement?

The black lives matter movement is an activist movement that is being held internationally but mainly in the U.S. Many protests have been held and many activists have been "rioting" to put an end to this chaos. Their main concern is stopping the brutality.

Information leaflet (above) by Drew M. (Y7). Black Lives Matter window (below) from Anisa AK. (Y7)



## #blacklivesmatter

### A poem by Kyle M. (Y7)

White is purity and black is sinful...  
These remarks no longer will define me, those voices no longer will oppress me because today our voices cry louder and today we clear the cloud  
Today we will reveal the stars that can be drawn upon a black canvas and they will be seen  
They will be seen because no longer will we stand to see the background define the artwork but rather the true content of their character  
Today we will shape the course of history  
Today we will spark a movement  
Today the glory will not be found in the race that never fell but also in the race that rose every time it fell.

"To help the BLM project I have signed over 30 petitions including the ones below, I have put a poster and signs in my window 'BLACK LIVES MATTER' and 'STOP POLICE BRUTALITY' and drawn the BLM fist. I also bought a 'Black Lives Matter' t-shirt online and posted a picture of it to raise awareness" Anisa AK (Y7)

## Black Is...

### A poem by Balqis O. (Y7)

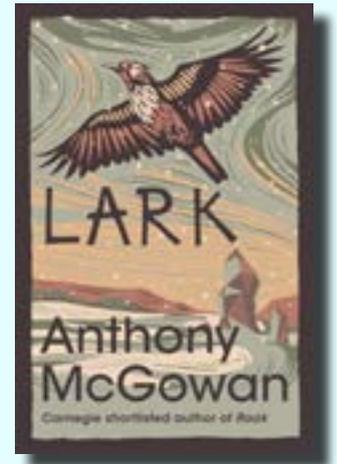
Black is brave  
Black is beautiful  
Black is perfect  
Black is human  
We are humans

Black is me, I am black.  
Black is not only my skin colour but  
It's part of my family.  
Black is excellence.

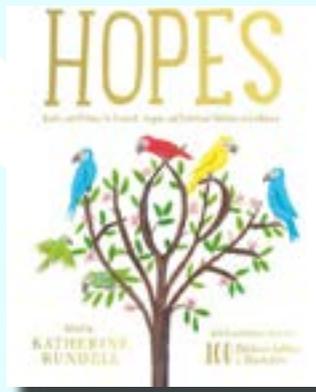
## Library Updates

### 2020 Carnegie Medal winners announced

This year's winners of the prestigious CILIP Carnegie and Kate Greenaway Medals, the UK's oldest book awards for children and young people, have now been revealed. Anthony McGowan's novella *Lark* has been chosen as the recipient of the Carnegie Medal for writing, whilst *Tales from the Inner City*, written and illustrated by Shaun Tan, has been awarded the Greenaway Medal for illustration. British author McGowan has previously been shortlisted for the Carnegie Medal but this is his first win. Tan, an Australian artist, writer and filmmaker of Australian, Chinese and Malay heritage, is the first illustrator of colour to win the Greenaway Medal.



### The Book of Hopes



Completely **free online for all readers**, 'The Book of Hopes: Words and Pictures to Comfort, Inspire and Entertain Children in Lock-down', is an extraordinary collection of short stories, poems, essays and pictures. It contains contributions from more than 110 children's writers and illustrators, including Onjali Q Rauf, Patrick Ness, Anthony Horowitz, Michael Morpurgo, Kiran Millwood Hargrave, Mark Haddon, and Jacqueline Wilson. None of the contributions are longer than around 500 words, making it ideal to dip into for a quick read every day. You can access it here:

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

### Free Audiobooks

Two great books for teens are available as free audiobooks from World Book Day. *Me Mam. Me Dad. Me* by Malcom Duffy is a humorous and heartbreaking debut novel that tackles domestic violence head on, finding humour and hope in the most unlikely of places. *Snowflake, AZ* by Marcus Sedgwick is a provocative novel about health - our own and our planet's - and the stigma of illness, exploring the resilience of love and community in the face of crisis. Click here: <https://www.worldbookday.com/world-of-stories/#teen>

Audible is also offering a range of audiobooks for young people free to stream on a computer or phone. The titles on offer include *Harry Potter and the Philosopher's Stone*, teen horror from Darren Shan, *Astrophysics for Young People in a Hurry* by Neil deGrasse Tyson, and a selection of novels in other languages. <https://stories.audible.com/start-listen>

### Virtual 'meet the author' video events

If you missed this year's virtual Hay Festival of Literature, or want to explore previous years' author events, check out the online Hay Player where you can watch videos of authors for children and young people. Featured events include Jon Chase presenting 'A Science Rapper's Guide to the Environment', Dean Atta giving writing and performance tips whilst discussing how you can embrace your own uniqueness, Patrice Lawrence speaking about her novel *Rose, Interrupted*, and a 'Rhythm and Poetry' event from hip hop artist and performance poet, Karl Nova. <https://www.hayfestival.com/c-209-archive-hay-player.aspx>

## Careers Week

We couldn't have a 'real' Careers Week this term, but we've managed to do it virtually. Our students have been thinking about their skills, aspirations, and how to achieve their future goals. We have been generously supported by the Ministry of Defence and the Civil Service in this venture.

Years 7 and 8 have been working through the activities on the Careerpilot website (<https://www.careerpilot.org.uk/>) to help them identify their skills and raise their aspirations through exploring qualification and career pathways.

The logo for Careerpilot, featuring the word "Careerpilot" in a blue and green sans-serif font.

Years 9 and 10 have been drafting their first CV to practise applying for a job of their choice, and explore post 16 and career options. The CVs will then be sent to our Enterprise Coordinator and her colleagues at the MoD, who have kindly volunteered to review them and provide feedback. We also have volunteers at the Civil Service preparing a video of CV tips to help the students.

This is an amazing opportunity for our young people to have their CVs reviewed by experts in the industry, so if you haven't yet sent your CV to Mrs Thorne then do so this week ([r.thorne@osb.school](mailto:r.thorne@osb.school))

There are many careers-support websites and even during the pandemic, there is support out there. The **National Careers Service** has 'career tools' to help you with your choices on careers, training and work. Whatever your situation, there's something to help.

You can click here to access the service: <https://nationalcareers.service.gov.uk/>

## The Dame Kelly Holmes Trust 'Unlocking Performance – Bitesize Briefings'

Over the coming weeks, the Dame Kelly Holmes Trust will be hosting our 'Unlocking Performance – Bitesize Briefings' webinar series led by our world-class athletes. Covering a range of topics, each webinar will provide you with a unique insight into the key attitudes and mindset that drive a world-class team and individual performance.

Topics include: Leadership, Confidence and Belief, Motivation, Resilience and Problem Solving, Wellbeing, Goal Setting, Communication and Teamwork.

You can find the briefings here: <https://www.damekellyholmestrust.org/bite-size-briefings>

The logo for the Dame Kelly Holmes Trust, featuring a stylized orange and blue figure above the text "DAME KELLY HOLMES TRUST" in a bold, black, sans-serif font.

## Healthy Schools - Get Walking!

### Students of Orchard - did you know how many green spaces we have in our community?

With leisure centres being closed and sports teams taking a break, it can be tricky to get your usual amount of exercise right now.

There is a huge amount of free workout material available online, for example, PE With Joe Wicks. But what if that's not for you or you prefer to take your exercise out in the fresh air?

There are lots of green spaces around Orchard School Bristol where you and your family can stretch your legs - take a walk around Purdown, Horfield Common, Muller Road Recreation Ground, Badocks Woods or Mead Park to get your daily exercise. You could bring a ball or a kite too!



**Pictured:** Purdown, which can be accessed from Muller Road (just past the bridge) or from Romney Avenue.

## Parks Survey

**Gill Kirk, Labour Councillor for Lockleaze, has passed on this message from Bristol City Council and asked that we share it with our community:**

Parks are currently a lifeline for many people, and as part of the Bristol Future Parks Project, we need to find out about how you use your local parks, and how this has changed since the Covid 19 emergency. Our partners, The Bristol Natural History Consortium are leading this piece of work, and I ask you to please spend less than 10 minutes completing our Survey.

As key parks users, we are also very keen to gather the views of children and young people, if you have children or young people please ask/assist them the also complete a survey also.

There is a lovely hanging basket to be won if you leave your email address.

Here is the link to the Survey: <https://bnhc.onlinesurveys.ac.uk/bristol-and-bath-parks-survey20>