


# BETHS VIP

Excellence - Community - Respect - Nurture

## MESSAGE FROM THE HEADTEACHER

Dear Parents, Carers,



This week has got off to a great start with the public examinations. Our Year 11s have begun their GCSEs with diligence and exemplary behaviour, having not witnessed the procedure from their peers in previous years. It has been a big week for our Year 13s too, as some A Level exams have already taken place and today was their leavers celebration day.

It was lovely to see the students celebrating the end of their time at Beths, despite the typical British weather. We will have more coverage on this in next week's issue.

Year 12 returned from their trial exams this week; their results will be issued to parents on Friday 10th June 2022. The students will now be focussing on preparations for UCAS and Apprenticeships in the coming weeks. Also, the Year 12s were briefed on Wednesday about Health and Safety whilst on their experience.

Year 9 joined Key Stage 4 this week with their timetable, mirroring that of Year 10. It has allowed a more economic use of resources and allows students to get used to their new timetable structure for September. Having fewer students on Key Stage 3 break/lunchtimes has allowed Years 7 and 8 to have more space and choice of food items.

Have a lovely weekend,  
Richard Blyghton

# YEAR 7 LATIN FORUM

In Week 3 of the Year 7 Latin Forum, we recreated the ageless debate of Greeks vs Romans and split the students into the two camps. The Greeks were led by Mr Papakostas and the Romans by Mr Simpson. After an exciting lesson about their respective adopted personas, the students came together for a heated debate to decide who is ultimately, the best. It was a dynamic and engaging debate with excellent and impassioned speakers on both sides making excellent points, ranging from fatal flaws, empires, military prowess, artistic excellence, and literary critique. It was a difficult decision but the judges ruled that the Greeks came out on top- congratulations, Graeci!

Latin Forum is running for another week until the May half term. Year 7s are welcome to come along if they have their parent's permission to stay behind till 4.30 after school."



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# YEAR 8 LATIN

Last week, the Y8 Latin class held local aedile elections to decide who would be chosen for this coveted political office in Pompeii. Each candidate gave their best speech, half in Latin and half in English, incorporating a range of rhetorical devices and public speaking skills to win over their electorates. I am pleased to announce that Isaac S has since been elected and we hope that he'll be a fair and just local leader who follows through on his promises of garlic bread everyday! This was the conclusion to a term spent learning about how politics worked in the Roman Republic and Empire and ancient art of rhetoric, like a true Roman student.

Thank you to Mr Simpson for being an honorary judge and to the students for giving it their all and wearing the toga with grimaced smiles!"



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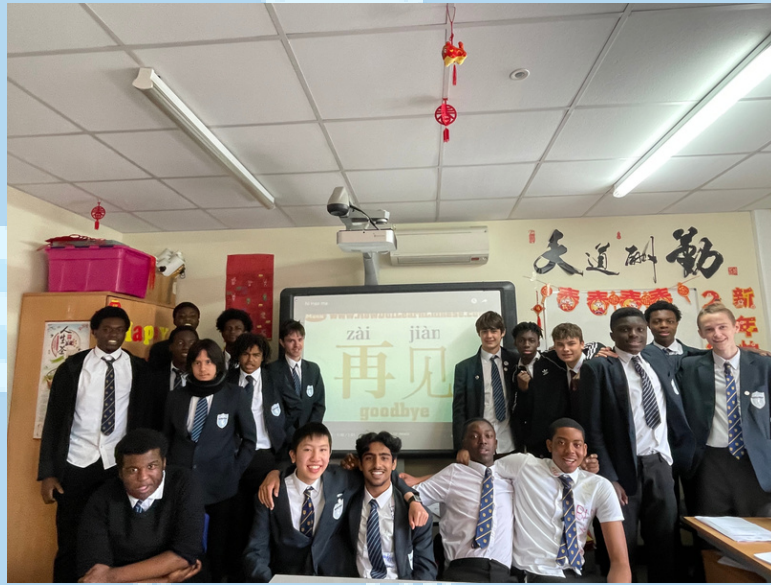
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# MFL

At the end of the lesson, students sang songs they learned in these 5 years. One of the songs was the Scottish song Auld Lang Syne in Mandarin version (Friendship Lasts Forever- 《友谊地久天长》) . It's a well known song in China too and students learned when they were in Year 8, they also did the performance at Xi'an International Studies University in China. Watch the video here



Year 9 and Year 7 learning about rainy season in Japan at Japanese Club, using Japanese onomatopoeia to describe different types of rain, and making 'teruterubozu' to keep the sun shining!



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# STUDENT SUCCESS

On the 5th of May, it was the election day. I had found out the night before that I was selected by the Labour Committee to assist them on their campaign to win the election. I was both extremely shocked and delighted upon finding that out.

On the day of the election, the first thing we did was meet up at the selected rendezvous to discuss and go over the plan for the day. The plan consisted of a few things. First being that I had to go to the polling station to take down some information about the voters. I stood outside the library (the polling station) for an hour doing this. It was a very informative yet strange hour. I learnt a lot about the mannerisms of people towards politics. Some people were very kind, others not so much, who were very strongly under the belief that they were supporting the only correct party. There was even a drunk person who was causing a havoc, disturbing me and others, but despite all that, I persevered and finished my duty.

After this, I went to the Labour Committee House, this was where the Labour members would stay to plan or rest. When I entered the house, I was overcome with an overwhelming amount of surprise. It felt surreal to be surrounded by people part of the government, almost as if it was a dream. The house itself was massive, and the people within it were so kind to me, offering me drinks and more. I had to sign into the building, after this they explained what roads I would have to be covering. My job was to go canvassing down all these roads.

I was to record the information given to me upon talking to the residents of Kilburn and report back to the Labour Committee House.



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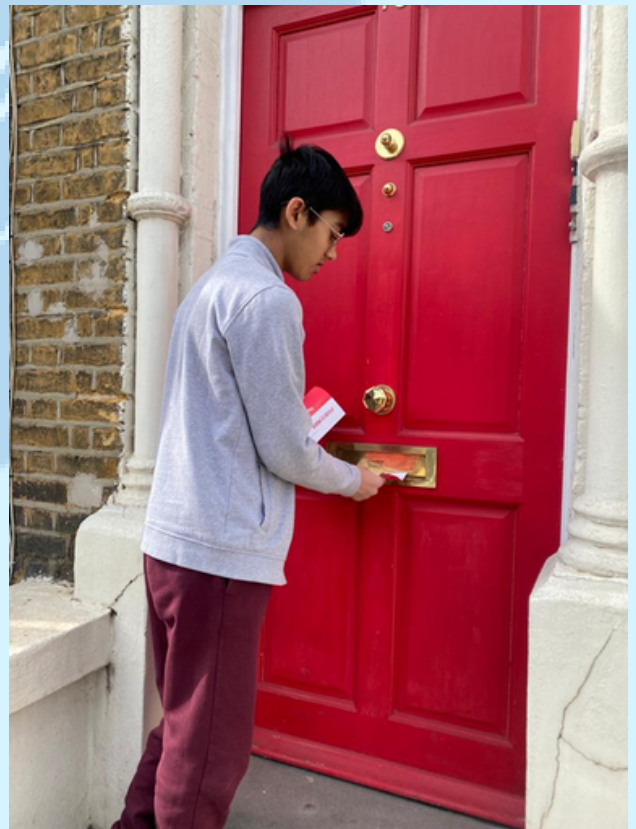
# STUDENT SUCCESS

I was at this for a good 4-5 hours, unfortunately I was put to a halt when I injured my ankle. This was a major setback, but due to the severity of the day, and how unique of an experience it was, I did not want to leave. I went back to the Labour Committee House, where I was checked up on.

Alas it was 10pm, the deadline of the votes, everyone went back to the Labour Committee House, they were feeling very worried about whether we would win or not. As I was canvassing, I felt confident that we would win, I believed it would be close but that we would edge it. I was wrong.

Then came the count. This is where you can physically see the workers count the votes, this amplified the feelings we already had, everyone had worries. There is not much to say about the count, for the next few hours it was just the counting of votes.

Labour had workers who observed the votes for the whole time, which I heavily respected, they watched the same motion for 5 hours, ticking and piling papers. We were fortunate to have these workers, the counters made mistakes which we were able to catch out.



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# STUDENT SUCCESS

It came to the results. Everyone's heart was pumping so hard. It was very late at night, but it was as if it was the middle of the day. Everyone had so much energy within them. Remember earlier where I said I was wrong about us edging it? I was wrong because Labour absolutely blew everyone else out the water. The gap between the several parties and Labour were in the hundreds. Everyone started shouting, clapping and leaping in joy.

It was and will always be a memorable experience to me. I had the opportunity to speak to many of the politicians and gained so much experience. I was overwhelmed the whole day, it truly felt like a fantasy, a dream come true. That is the conclusion of how my day went, I hope you enjoyed and learnt about the inside of how the election day goes and the feelings behind it.



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# BEXLEY LGBTQ+ THINK TANK

On Monday, 16th May, Beths held its first ever Bexley LGBTQ+ Think Tank to discuss the mental health and wellbeing of our LGBTQ+ students and their experiences in schools, in conjunction with Bexley Council. We were joined by student and teacher representatives from Bexley Grammar, Cleeve Park, Dartford Grammar for Boys and Townley Grammar. The atmosphere was electric as students networked, socialise, shared ideas and stories and discussed ways in which we could improve our schools. Deep discussions and reflective practice in groups was broken up by fun games, icebreakers and an ever-popular Kahoot quiz on LGBTQ+ History. We hope that this is the first of many of these collaborations between schools to discuss this very important issue. Many thanks to Pascale Berthellet from Bexley Council and Ms Brett-Smith, our school counsellor, and all staff who supported it for their contributions and organisation of this event."



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# STUDENT SUCCESS

Gabriel competed in the Dan Cadet Male division, achieving 1 Gold and 2 Silver medals in the overall competition.

The calibre of the competitors was incredible, competing against some of the top players in the country. It could also be argued that this division is one of the most challenging ones, given the immense pool of talent from the Cadet male players from different clubs across the UK.

Gabriel's perseverance, continued training and preparation saw him achieve 1 Gold and 2 Silver medals with solid performances throughout the competition. Gabriel continues to demonstrate indomitable spirit and incredible carriage of presence, continuing to lead by example, inspiring other students and his peers at Win Taekwondo Academy.

Gabriel is scheduled to compete in the 2nd Wales Taekwondo Poomsae Championships at the Sport Wales National Centre, Cardiff on the 10th July 2022.



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# CAREERS

## Year 11 Virtual Work Experience, March 2022

In March, Year 11 took part in virtual work experience on a platform designed by EBP Kent, an independent careers company. The students completed various challenges across different sectors. They were assessed by the employers and EBP using criteria that included the depth of their content, analytical skills and professionalism.

There were several outstanding pieces of work amongst the students who took part in this scheme, and the following students were awarded 10 out of 10:

Peter completed a number of challenges, and was praised by the assessor for his efforts: "Well done. This is a brilliant submission. Student has completed a main challenge, plus 2 mini ones. All have been completed with professionalism, research and (for the main challenge) a high level of creativity. A pleasure to assess."

Faiyad also covered more than one challenge and his work on transport was described as an "exceptional piece" that represented "A great start towards a career in engineering".

Liam chose a challenge from Total Sport. His thorough work was spotted by the assessor: "The attention to the emotional health of the players and the momentum of the training session made this piece stand out".

Tarang's Boots Optician challenge was described as "A fantastic piece. A great start on becoming an eye care professional."



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# CAREERS

Michael B's finance piece for Santander was described as an "impressive piece of work which could be used to prepare for entering the banking sector".

Rasmus chose to focus on a legal task, and his piece was described by the assessor as "a joy to read" and "a stand-out piece which shows research, analytical and written communication skills."

## **Year 10 Work Experience, 3-7 October 2022**

The current year 10 students will be taking part in a work experience programme in October, soon after they start year 11. We're delighted to say that about 50% of our students have found their own placements, and we're grateful to parents who have supported them in their endeavours. Over the next few weeks the Careers Team will be placing the remaining students in local companies and schools.

## **Year 12 work experience, 4-8 July**

This week we launched our virtual work experience programme for year 12, to supplement our optional in-person placement scheme. The whole of year 12 will be taking part in work experience during the week of 4-8 July, and in a world of hybrid working our students will be engaging with employers online and in person.

For those students interested in STEM we're partnering with energy company National Grid, whose London Power Tunnels project is happening in our local community. They will be focussing on Sustainability and Energy, and each day will explore a different theme - renewable energy, electric vehicles, digital technology and Artificial Intelligence / Virtual Reality.



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# CAREERS

Springpod is a careers platform that many of our students have already connected to, and they offer different experiences to help students explore their options and build confidence in their career choices. During our work experience week there are a number of programmes with live content, covering a number of sectors, including Finance and Accountancy, Law, Engineering, Technology, Dentistry, and Film and TV.



The Careers Team will be supporting and monitoring student engagement across the platforms, and we look forward to receiving feedback from the students and the assessors.

Work experience is a great opportunity for all of our students to experience the world of work. It gives them insight into different industries, and helps them to make career choices. It's a great way to develop their skills, and will prove invaluable in preparing their CV and Personal Statement.

## Unifrog

In keeping with our commitment to provide students with outstanding careers guidance and tailored support, we are now using Unifrog; an award-winning, online careers platform. Over the last few weeks we've been rolling out Unifrog across the school and the response from the students has been great. Years 7, 9 and 12 now have access to this excellent website, and next week we're launching it with year 10, and year 8 straight after half term.

We would encourage you to use the platform with your child so you can support them through the process of deciding their next step. The Personality profile quiz is proving especially popular, as students find out what type of frog they are!



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# KEEPING YOUR CHILD SAFE ONLINE

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

56

64

## What Parents & Carers Need to Know about GROUP CHATS

Occurring through messaging apps, on social media and in online games, group chats are among the most popular ways that young people engage with their peers online. Involving, by definition, three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they are useful for helping friends, people with shared interests or members of a club to communicate and coordinate activities, they can also leave young people feeling excluded and bullied – as well as providing opportunities for inappropriate content to be shared and viewed.

### WHAT ARE THE RISKS?

#### BULLYING

Unkind comments or images which are purposely aimed at an individual can be shared freely in a group chat – allowing and often encouraging others to join in the bullying behaviour. If this content is shared in a group of their peers (especially a larger group), it serves to amplify the hurt, embarrassment, anxiety and isolation that the victim feels.

#### SHARING GROUP CONTENT

It's important to remember that – while the content of the chat is private between those in the group – individual users can easily share a message, photo or video with others outside of the group or screenshot what's been posted. The risk of something your child intended as private becoming public (and potentially going viral) is higher if there are people they don't know well in the group.

#### EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: starting a new group, for instance, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one child doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss or share images from an event that everyone else but them attended.

#### UNKNOWN MEMBERS

Within larger group chats, it's more likely your child will be communicating with people they don't really know. These strangers may be friends of the host, but not necessarily friendly toward your child. It's wise for young people not to share personal details and stay aware that they have no control over the messages and images they share after they've put them online.

#### INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by your child if they are part of that group, whether they actively engage in it or not. Some chat apps have a disappearing message function, so your child may be unable to report something they've seen because it can only be viewed once or for a short time.

#### NOTIFICATIONS AND FOMO

A drawback of large group chats, it's more likely your child will be communicating with people they don't really know. These strangers may be friends of the host, but not necessarily friendly toward your child. It's wise for young people not to share personal details and stay aware that they have no control over the messages and images they share after they've put them online.

74

117

## Advice for Parents & Carers

#### CONSIDER OTHERS' FEELINGS

Group chats are often an arena for young people to gain social status. This could cause them to do or say things on impulse, which could upset others in the group. Encourage your child to consider how other people might feel if they engaged in this behaviour. If your child does upset a member of their group chat, support them to reach out, show empathy and apologise for their mistake.

#### GIVE SUPPORT, NOT JUDGEMENT

Remind your child that they can confide in you if they feel bullied or excluded in a group chat, instead of responding to the person who's upset them. Validate their hurt feelings and help to put them back in control by discussing how they'd like to handle the situation. On a related note, you could also empower your child to speak up if they're in a chat where others are being picked on.

#### BLOCK, REPORT AND LEAVE

If your child is in a chat where inappropriate content is being shared, advise them to block the users sending the material, report them to the host app or platform and exit the group. If any of this content could be putting a minor at risk, contact the police. Emphasise to your child that it's OK for them to simply leave any group chat that they don't feel comfortable being a part of.

#### PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Discuss the importance of not revealing identifiable details like their address, their school or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they lose control of where it may end up and how it might be used.

#### AVOID INVITING STRANGERS

Sadly, many individuals online hide their true identity to gain a child's trust – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure your child understands why they shouldn't add people they don't know to a group chat – and, especially, to never accept a group chat invitation from a stranger.

#### SILENCE NOTIFICATIONS

Having a phone or tablet bombarded with notifications from a group chat can be a massive irritation and distraction – especially if it's happening late in the evening. Explain to your child that they can still be part of the group chat, but that it would be healthier for them to turn off or mute the notifications and catch up with the conversation at a time which better suits them.

### Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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# EXTRA-CURRICULAR CLUBS

There are a range of activities/ clubs on offer for students. These activities run before school, lunch time, and after school. Below is a list of all activities currently offered. Please speak to the member of staff listed below if you would like more information.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Before school</b> <b>8 – 8.30am</b>	KS3 Basketball	KS3 Basketball	KS3 Basketball	KS4 Basketball KS3 Composition club Composing for Video Games	KS4 Basketball
<b>Lunch time</b> <b>KS3 12.00 – 13.00</b>	Year 7 and 8 Robotics club- A6, Year 9 Basketball (Mr Temple), KS3 Chess Club – A2,	Year 10 and 11 Coding Club, Memrise club, KS3 Chinese Experience Club - S18,	Year 8 Basketball ALL (Mr Webb) ODD WEEK, Year 7 Rugby (Mr G.S + Mr Smith), KS3 Eco – Club – A4,	KS3 Badminton (Mr Temple), KS3 Drama (2:15-1:45) – P3 (Ms Grady), KS3 Design and technology club,	Year 7 Basketball (Mr G.S + Mr Smith), Year 8 Football – Team Training (Mr Webb) ODD WEEK ONLY, KS3 LGBTQ+ Club (S16/S17),
<b>KS4</b> <b>KS5</b> <b>12.50 – 13.50</b>	Year 10 Basketball (Mr Smith), Beths Bar (KS4 and KS5), KS4 & KS5 Chess Club, KS5 Gender Equality Group,	Year 10 and 11 Basketball, KS5 Maths Olympiad Club- B12,	Elective in French (ODD week), Elective in Spanish (ODD week), Music KS4 revision, KS4 Eco-club – A7A, Sixth form: Football, Rugby, Basketball, Netball	Girls Fitness - Sports Hall, Year 10 Debate Club - B4,	Sixth form Basketball (Team), KS4 and KS5 LGBTQ+ Club, KS5 Music Revision,
<b>After school</b> <b>3.20 – 4.45pm</b>	Rugby Training Year 7-9, KS3 Badminton, Song writing club P2, Computing Year 11 and Year 13 revision, KS4 Robotics club- A6,	Year 8 and 9 Basketball Orchestra	Year 7 Japanese Club - S17, Year 8 and 9 Basketball, 6th Form Band (Session 3 in P2, 2-3pm), Piano Orchestra, Anime Piano Club - P2, Warhammer Club - S1,	KS3 Football (ALL) Year 7 STEM Club - S12 KS3 Violin Club, KS4 Basketball, Student and Staff Choir - P1 (Ms Marriott), Beths Singers,	Robotics club (open to all) – A6, Year 7 and 8 Basketball, Big Band rehearsals, KS5 Maths Olympiad Club- B12,

The full list of clubs and activities can be found on the school's website

<https://www.beths.bexley.sch.uk/page/?title=Extra+Curricular+Activities&pid=50>



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# LUNCH MENU W/C 23RD MAY

INDEPENDENTCATERING | EDUCATER LIMITED



## MONDAY 23 MAY

MAIN Basque Style Chicken with Rich Tomato, Black Olive and Borlotti Beans served with Cauliflower, Broccoli and Sweetcorn

MAIN Spinach and Butternut Squash Plait served with Crushed Potatoes, Cabbage and Peas (VEGAN)

STREET FOOD OF THE DAY

DESSERT Peach Sponge and Custard

## TUESDAY 24 MAY

MAIN Our Speciality Curries with a choice of Vegetable, Meat and Vegan Dishes served with Traditional Garnishes and Accompaniments

STREET FOOD OF THE DAY

DESSERT Fresh Fruit Salad and Cream

## WEDNESDAY 25 MAY

MAIN Roast Beef with Yorkshire Pudding, served with Roast Potatoes, Fresh Broccoli and Roasted Carrots

MAIN Mushroom, Sweet Pepper and Pesto Strudel served with Roast Potatoes, Fresh Broccoli and Roasted Carrots (VEGETARIAN)

STREET FOOD OF THE DAY

DESSERT Blueberry Sponge Cake and Custard

## THURSDAY 26 MAY

MAIN Chicken and Mixed Pepper Fajitas served with Mexican Rice, Corn Cobs and Crunchy Slaw

MAIN Chestnut Mushroom, and Vegetables Fricassee served with Rice Corn Cobs and Green Beans (VEGETARIAN)

STREET FOOD OF THE DAY

DESSERT Banoffee Mousse

## FRIDAY 27 MAY

MAIN Battered Cod and Chips served with Peas, Mushy Peas, Beans and Chef's Salad

MAIN Goats Cheese and Mediterranean Vegetable Bruschetta with Chips and Fresh Salad (VEGETARIAN)

STREET FOOD OF THE DAY

DESSERT Chocolate and Pear Muffin and Custard

AVAILABLE DAILY FRESH CHEF'S SALAD - WHOLE GRAIN BREAD - GRAB AND GO POT MENU  
PLUS A PLANT BASED MAIN COURSE EVERY DAY!

## THE DELI

FRESH CUT SANDWICHES - ROLLS - WRAPS - PITTAS - BAGUETTES

SEE THE BLACK BOARDS FOR SOUPS, THEME DAYS AND THE CHEF'S SPECIAL

IF YOU HAVE ANY ALLERGEN CONCERNS PLEASE SPEAK TO THE CATERING MANAGER. WHILST WE DO NOT BRING WHOLE NUTS OR INGREDIENTS WITH NUTS INTO OUR KITCHENS, SOME PRODUCTS ARE SUBJECT TO 'MAY CONTAIN' STATUS IN MANUFACTURING

WE ONLY USE



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# BETHS PARENTS ASSOCIATION:

## 1. Reuse, Reduce, Recycle Scheme: PA's new 3Rs scheme

Thank you to all parents who are generously supporting our fundraising activities. In the meantime, we are introducing an easy way to raise money for our students:

Match funding scheme: Any work parents do to raise money for the school is eligible for fund matching. Parents can claim by checking with their company if they do match funding by either:



### 1. Company intranet



### 2. Manager



### 3. Human Resources.



Contact us and we will provide you with a letter evidencing your great involvement in our events with the amount raised.

## Promoting Musical Instruments



Our target of £2,000 so please kindly donate via this QR code anytime from now on or by following this link:

<https://cafdonate.cafonline.org/17270>



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# BETHS PARENTS ASSOCIATION:

## Lighting for drama



The new lights which the Drama department is requesting are state-of-the-art remote-controlled lights which vary in colour and will provide an even better experience for future theatrical productions.

Our target of £1,000 should not take too long to reach so please kindly donate via this QR code anytime from now on or by following this link: <https://cafdonate.cafonline.org/17269>

## Foreign Coins Collection: the counting and weighing on Wednesday 20th April

We have collected 21kg of foreign coins (to be sent off and cashed in), plus 175 Euros, 49 USA dollars plus lots of other notes to convert into £s.

We'll keep you posted on the final total raised!

THANK YOU for your continuous support.



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# BETHS PARENTS ASSOCIATION:

## 4. Raise money for these thrilling projects and Giftaid it!



Generating donations & It doesn't cost you anything!

Many among us are shopping online! **Help us raise more funds while you do your shopping!** Please go to [smile.amazon.co.uk](https://smile.amazon.co.uk) and search for Beths Parents Association. You need to start each of your shopping sessions at the **URL [smile.amazon.co.uk](https://smile.amazon.co.uk)**.



If you shop elsewhere online, please join **Easyfundraising**. Again it costs nothing to you and Beths PA will automatically receive a donation.

You can sign up at [www.easyfundraising.org.uk/BethsPA](https://www.easyfundraising.org.uk/BethsPA) and we will receive a donation anytime you shop. If you are eligible, please also give gift aid to maximise the donation.

The other exciting projects chosen by parents with the aim to **raising £10,000 which can be increased by 25% with Giftaid**

Over £3,000 has already been raised! **THANK YOU!** Every £ help us to get closer to our target goal.



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# BETHS PARENTS ASSOCIATION:

## Reuse, Reduce, Recycle Scheme: PA's new 3Rs scheme

We are asking for any donations of nearly new blazers and unembroidered PE kit. Please do consider donating to our PA Uniform Shop. Simply drop them off at the School Reception! We are selling these items, please email the PA via [beths.parents.association@gmail.com](mailto:beths.parents.association@gmail.com).



BETHS PA  
NEARLY NEW UNIFORM SHOP

Uniform Donations are very welcome.  
Please contact for donations and purchases:  
[beths.parents.association@gmail.com](mailto:beths.parents.association@gmail.com)

**Price List:**  
Blazers £10  
Trousers £3  
Jumpers £3  
PE Shorts £5  
Tracksuit Bottoms £5  
Tracksuit Top £5  
Long Sleeve Games top £5  
Short Sleeve Games top £5  
House colour PE top £5  
White shirts £3 New £5  
House Tie £1

## Friends and Sponsors of Beths Parents Associations

We would like to say a special THANK YOU to our sponsors and William Jones who have generously donated towards our three editions of Beths Parents Association Online Chess Tournament, with cash functions and prizes for the winners.



Why not become a Sponsor by donating and having your business logo published on our pages! Please contact us for more details:  
[beths.parents.association@gmail.com](mailto:beths.parents.association@gmail.com)  
THANK YOU!

### Important dates

- Uniform Sale - Year 6 Parents Evening: Monday 20th June 2022 @4.30pm



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# BETHS PARENTS ASSOCIATION:



Next meeting: on Tuesday 14th June 2021 @  
7.30pm - Zoom

Please keep checking on our website and social media pages  
for upcoming events



[beths.parents.association@gmail.com](mailto:beths.parents.association@gmail.com)



[Beths Parents Association](http://www.bethsgrammarpa.co.uk)



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