

# BETHS VIP

Excellence - Community - Respect

## MESSAGE FROM THE HEADTEACHER



We have reached the end of another busy term, where I am sure our scholars are beginning to feel the excitement of the Christmas break! We have had a lot crammed in this term alone, just reflecting over the last two VIPs, you can see what our scholar have been involved with.

As well as the Christmas school dinners last week, we also held our Key Stage 3 annual Christmas Carol Service for KS3 students at Christ Church in Bexleyheath. Our musicians played beautifully at the church as well as on their last Winter concert on the 17th December. This concert had over 200 guests! We are grateful for the support of our musicians and hoped you enjoyed the show. There will be more in the Spring and Summer time.

We remind our scholars that it important to be kind and giving something to others, even your time is precious to others. Our Key Stage 3 scholars carried out a charity initiative this month as in previous years, by collecting donations to the local food bank.



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I hope you have a wonderful, restful Christmas break, taking time to do things for yourself as well as catch up with family and friends. We look forward to seeing our scholar back in school on Tuesday 7th January.

All the best for 2025.  
Richard Blyghton



Alex L-G, 7A



Elias B, 7A



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# YEAR 10 HONOUR TIES

Congratulations to our first batch of Year 10 students who received their Honours Ties for outstanding academic scholarship and contributions to the life of the school. These students demonstrate exemplary commitment to their studies as well as upholding the school values of Excellence, Community, and Respect. Congratulations to them all!



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# YEAR 10 LATIN

Congratulations to our Year 10 students who gained this OCR Entry to Latin qualification in Year 9. Your success is a testament to your dedication and hard work. Well done!



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# BETHS BOOK PODCAST

Congratulations to our KS3 Beths Book Podcast team for their incredible achievement in hosting their first-ever live podcast episode in front of their peers and staff! The episode was a brilliant celebration of literature, featuring engaging book recommendations and even some special guest appearances! Your hard work, creativity, and passion for reading shone through, making it a truly memorable experience for everyone involved.

A massive well done to the team—this is just the beginning, and we can't wait to see many more fantastic episodes in the future. Be sure to check out the full episode here <https://www.youtube.com/watch?v=7nwcDJBuqQE&t=12s>



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# SPORTS NEWSLETTER

Beths Sports newsletter - December 2024 issue is now available to be viewed online by following this link

<https://beths.bexley.sch.uk/newsletters/>. This months issue includes: Year 9 Football, interhouse basketball and sports results!

## Beths Sports Newsletter

It has been an absolutely fantastic term this year and we have had many events take place especially in sports, keep reading to find out more:

### Year 9 football:

The year 9 football team took on Wilmington grammar in a friendly match, in a performance that showed perseverance, and togetherness as they fought very hard but a tough Wilmington side got the better of them, then the following week they took on an unbeaten Bexley grammar school side full of talent, excellent goals from Ehimen Onoabagbe in 9w and Jacob O'Shaughnessy in 9e put Beths 2-1 up going into half time, and they kept the lead up until 10 minutes to go when they eventually succumbed to the pressure and unfortunately lost 4-2, however there was great performances all around



Cross country meet up at this and Sid:

## Other results:

| SEASON<br>2024/2025          | Played | Won | Drawn | Lost | Points<br>For | Points<br>against | Points<br>Difference |
|------------------------------|--------|-----|-------|------|---------------|-------------------|----------------------|
| (A teams)                    |        |     |       |      |               |                   |                      |
| U12A<br>BASKETBALL<br>(BOYS) | 4      | 4   | 0     | 0    | 127           | 86                | 41                   |
| U13A<br>BASKETBALL<br>(BOYS) | 1      | 1   | 0     | 0    | 57            | 6                 | 51                   |
| U14A<br>BASKETBALL<br>(BOYS) | 4      | 3   | 0     | 1    | 217           | 138               | 79                   |
| U12A<br>Football<br>(Boys)   | 4      | 2   | 0     | 2    | 13            | 17                | -4                   |
| U13A<br>Football<br>(Boys)   | 8      | 6   | 0     | 2    | 43            | 16                | 27                   |
| U14A<br>Football<br>(Boys)   | 4      | 0   | 0     | 4    | 5             | 18                | -13                  |
| U18A<br>BASKETBALL<br>(BOYS) | 3      | 3   | 0     | 0    | 38            | 3                 | 3                    |

## Year 9 basketball v GGS 67-37 win



This match was a very interesting one to watch with this basketball team probably being our most successful team across all sports and years. Special Mentions: Nathan Bamidele, Aneeq Keji, Emmanuel Saliu, Nero Achora and Remi Brierley.

Which brings us to the end of the newsletter, see the next two pages for results on rugby football and basketball

### Shoutouts:

Barack, Stanley, Seun and all of the year 9 sports media team who made all of this able to happen

All the Pe teachers who we couldn't of attended these sports events without

Former student of Beths Samuel Edozie who made his European debut with Anderlecht

And last but not least all of the students who are members of teams that helped create this success for us



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# KS3 CAROL SERVICE

On Friday we hosted our annual KS3 Christmas Carol Service at Christchurch in Bexleyheath. It was a beautiful service and our orchestra and readers were breath-taking, a massive well done to all involved!



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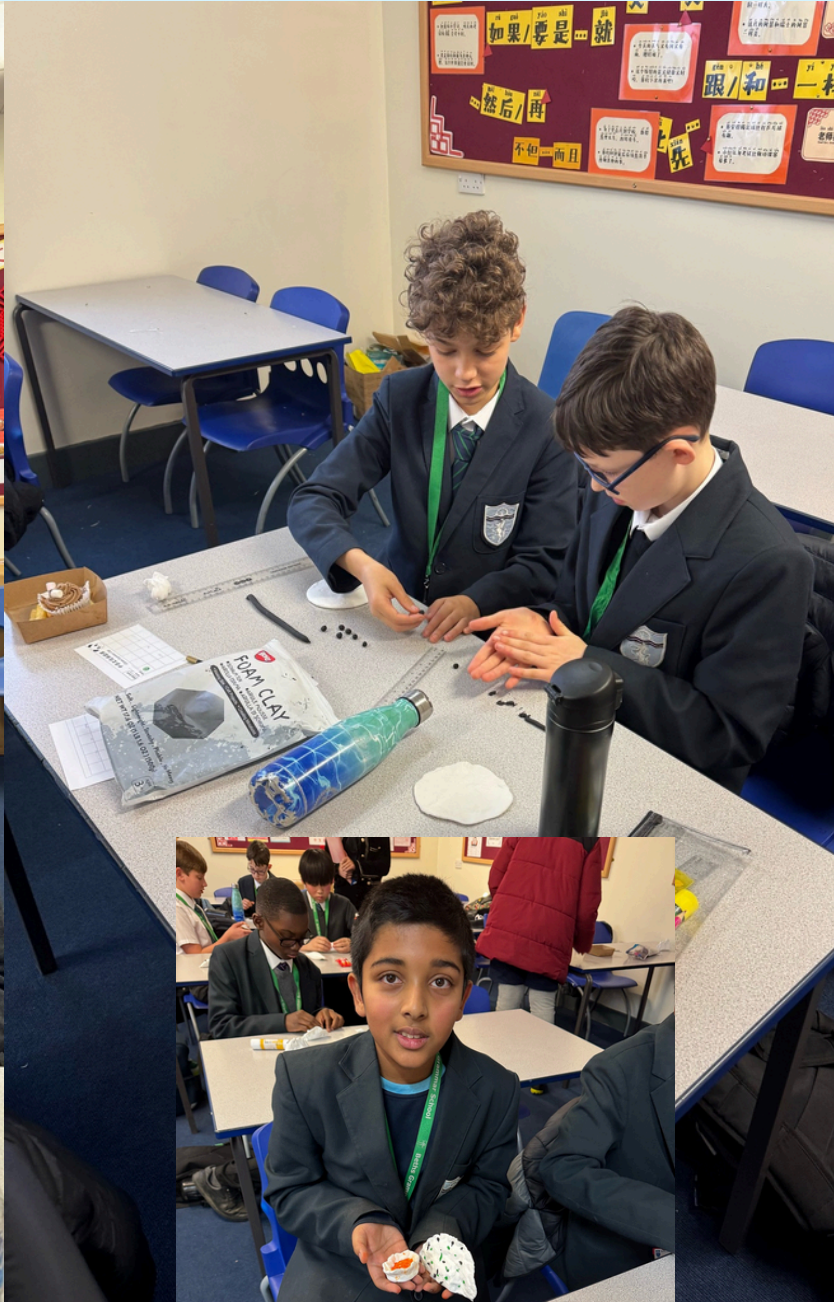
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# CHINESE CLUB

In Chinese Experience Club, students learned about the cultural and historical origins of Chinese dumplings and had the opportunity to use clay to make their own. Some students successfully created impressive clay dumplings, incorporating their creativity into unique shapes.



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# KS3 FOOD BANK COLLECTION

Our KS3 students competed to create the best Christmas hamper to store food that will be donated to local food banks. We had so many amazing entries and even more food collected! We done all, such wonderful creativity and generosity!



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# BEST OF THE BETHS


Hot off the press! Best of the Beths student newsletter December issue is now available! This month's issues includes: a-level film trip by Evie 12A2, The Stanford Prison Experiment by Jessica 12A1, KS3 Christmas Carol Service by Faeq 9B and much much more! To read the issue, please click here <https://beths.bexley.sch.uk/newsletters/>

## BEST OF THE BETHS



## MUSE - BLACK HOLES AND REVELATIONS

HADI 10A

**My Review** 

1. *Take a Bow* - **10/10** - The album begins with a relatively minimalist song with synth heavy instrumentation, which builds into a prog rock song, rife with key changes.
2. *Starlight* - **11/10** - This track is an example of a more conventional love song, and is also one of their bigger songs.
3. *Supermassive Black Hole* - **11/10** - Arguably Muse's biggest song, featuring falsetto vocals as well as whispered screams, blending pop rock with metallic influences. Play it in front of your parents.
4. *Map of the Problematique* - **11/10** - This track is, in my opinion, the best on the album! It features a sound akin to Depeche Mode, with synth layering and flanging effects.
5. *Soldier's Poem* - **9/10** - A shorter acoustic track, which denounces war and is hauntingly upbeat.
6. *Invincible* - **10/10** - A triumphant song, morphing from minimalist instrumentation to upbeat guitars and vocals.
7. *Assassin* - **11/10** - An example of Muse's more metallic songs, featuring metal riffing with themes of Resistance and Uprising. (See what I did there?)
8. *Exo-Politics* - **11/10** - The best verse riff on the album. I also don't think that I need to explain what the song is about.
9. *City of Delusion* - **11/10** - A good example of the orchestral and overseas influence on the album. There's a trumpet solo!
10. *Hoodoo* - **10/10** - What starts as a slow, haunting acoustic melody also ends as one. Brooding galore!
11. *Knights of Cydonia* - **11/10** - Space cowboys. Watch the video, you'll see what I mean.

## A-LEVEL FILM TRIP



EVIE 12A2

On November 18th, Year 12 and 13 film students went to the BFI Southbank for a screening of Andrea Arnold's new film "Bird". Along with other film students from all across the country, we got to be some of the first spectators as well as having the privilege of having an insightful Q&A with the director herself.

Arnold's film stars Nykiya Adams, Franz Rogowski and Barry Keoghan. The film itself was thought provoking, despite its fairly simple plot. Arnold adds complexity and layers to the film through additional plot lines and characters. Simply put, the story follows a 12-year-old girl who's fractured home life is transformed when she meets a peculiar stranger seeking out his own family.

Young Bailey feels entrapped in her Gravesend squat home with her reckless wannabe drug dealer dad who wants to marry his girlfriend. Her siblings also live troubled lives, especially her younger siblings who live in fear across town with her mum's new and violent boyfriend. Bailey becomes intrigued when she meets the mysterious free spirit that is Bird, who is searching for his own roots. Arnold displays her ability to combine coming-of-age stories focused on marginalised lives and a connection to nature. While this is similar to Arnold's previous work, her new film adds another layer of complexity through the use of magical surrealism.

After screening the film, the audience got to have an insightful Q&A with Arnold herself. We discussed the film but also how to get into directing and writing screenplays. She advised the young film students to follow their creativity, in her own experience of writing, she found that her inspiration draws from nature and so when she begins to write she allows her story to unfold as she goes on. However, she highlighted that when making her films she relies on her audiences intelligence to interpret the story for themselves; she does not believe in "spoon feeding her viewers information". Additionally, she emphasised that imperfection is key. She noted that nobody's film will ever be flawless; she even noted that within her own films there have been multiple continuity issues, even in the most recent one.

Overall, the film was a gripping watch and the Q&A was extremely memorable, Arnold's unconventional take on filmmaking was inspiring.

## PSYCHOLOGY EXPERIMENT GONE WRONG: THE STANFORD PRISON EXPERIMENT

JESSICA 12A1

The Stanford Prison Experiment is one of the most infamous psychology studies, frequently referenced across my subjects. In the A-level Psychology syllabus, it exemplifies the power of conformity to social roles, while in A-level English, in study of *The Handmaid's Tale*, it serves as an analytical point to explore how the city of Gilead committed atrocities to ordinary women. From this we can see the experiment is often treated as a moral lesson rather than a well-controlled scientific study that yielded rigorous conclusions. Why is this the case?

Zimbardo, the psychologist who conducted the study, wanted to investigate how individuals conform to roles of authority and subordination. This comes especially after the aftermath of WW2 where the world witnessed how ordinary German soldiers and citizens participated in inhumane acts against innocent people. The atrocities of the Holocaust raised urgent questions about the power of authority, conformity, and situational pressures to override moral judgment.

Zimbardo created a mock prison in the basement of the psychology department at Stanford University. College students were recruited after advertisements were put into newspapers, promising \$15 a day to take part in the study, which would have been enticing to a broke college student. Students were recruited randomly assigned roles as either guards or prisoners. The "guards" were given authority to enforce rules, while the "prisoners" were confined to cells and expected to follow orders. The prisoners' names were never used as they were assigned numbers, immediately dehumanising them. The guards had a uniform which included hand cuffs, wooden clubs and mirrored shades which removed their senses of responsibility for their actions and provided anonymity immediately, at the beginning of the study. Guards were aggressive and within days Prisoners rebelled e.g by ripping uniforms and going on hunger strikes which Guards retaliated with force-feeding. It was reported that prisoners mentally suffered severely and became subdued, depressed and anxious. One prisoner even had to be released on the first day due to symptoms of psychological disturbance. Two more were released on the fourth day. Initially planned for two weeks, the experiment was terminated after just six days due to escalating psychological harm.

These factors make the experiment a cautionary tale about ethical boundaries in psychological research and an example of how quickly situational pressures can lead to the dissolution of empathy and responsibility.



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# BETHS PARENTS ASSOCIATION

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⌚ Don't delay - stock up for the holidays, hit the slopes in style, keep warm at training, or support your scholar from the sidelines this winter!

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# KEEPING YOUR SCHOLAR SAFE

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## 10 Top Tips for Parents and Educators SAFETY ON SOCIAL MEDIA

Currently, children are growing up in an immediate and throwaway culture when it comes to content that's consumed online. So much material is now deliberately created to be shorter in nature – and may often contain hidden elements such as advertising, or extreme political and cultural views. With complex algorithms built to keep people on their phones and engaging with social media content, it's becoming increasingly difficult to reduce time spent on these platforms.

### 1 REDUCE DOOMSCROLLING

It's concerningly common for young people to spend hours 'doomscrolling' – trawling through social media and aimlessly viewing every post they see, many of which might make them feel sad or anxious. Social media can be useful for keeping in touch with friends and family, as well as staying up to date on current events. However, it's important to use it with a clear purpose, instead of endlessly scrolling through content, which could lead to young people accidentally discovering harmful material.

### 2 TALK ABOUT THE CONTENT

It's important to keep apprised of the kind of content that a young person is being exposed to. Discussing what they're watching online can help you understand why they're using social media in the first place. Furthermore, ensure that children are aware of hidden content, such as advertising of a product – and that they know how to spot that the creator is being paid to talk about it.

### 3 FIND POSITIVE ASPECTS

Despite all the concerns, there's plenty of wholesome content on social media. It's worth spending time with children to help them find something suitable and enjoyable. Perhaps you'll even discover a joint interest, and you can enjoy the content alongside the child. As part of this, you should also point out why certain things shouldn't be given attention, explaining why it isn't suitable and why it's been created in the first place.

### 4 REDUCE SCREENTIME

Young people can sometimes be unaware of the exact amount of time they spend looking at social media. Smart phones don't just have the capacity to monitor screentime; they also record how much time is spent on each app. Consider setting targets to reduce this and support children to meet these goals, gradually reducing the amount of time spent on different apps.

### 5 FILL THE VOID

Monitoring and reducing screentime can create a lot of free time to fill, and young people can even face withdrawal symptoms when made to step away from their phones. To mitigate this, consider what offline activities you could introduce the child to, and what they would enjoy. This can ensure that young users will permanently cut down on their screentime, rather than temporarily doing so while they know it's being monitored.

### 6 REDUCE NOTIFICATIONS

One way in which social media platforms keep people coming back is through notifications. The algorithms behind these apps track people's daily habits, including the times of the day where they're most likely to engage with the platform. This data is then used to deliver specifically timed notifications to draw them back in. To avoid young users being exposed to this tactic, simply turn off notifications for the app in their phone's settings.

### 7 LIVE IN THE REAL WORLD

Overexposure to social media can distort someone's perception of the real world – from body norms to social conventions. This filtered environment can make it hard for young people to distinguish reality from online content, which is now becoming even more difficult with the rise of AI. To mitigate this concern, take time to teach young people how to discern truth from fiction, both on and off social media.

### 8 DIGITAL DETOX

Encouraging young people to take a 'digital detox', from even just a couple of the apps that they use, can result in an overall reduction of screentime and less exposure to potentially harmful content. Alternatively, rather than avoiding the app entirely, encourage children to take a 'digital detox' from content creators and influencers, and instead, keep in touch with friends and family – which is generally a far healthier use of these platforms.

### 9 MODEL GOOD BEHAVIOUR

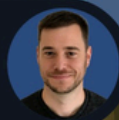
Consider the habits that you're demonstrating to your children. How much time do you spend on your phone? How much do you 'doomscroll'? Comparing your own usage with the child's could put things into perspective for them – or if it turns out that you're also overusing social media, it can turn screentime reduction into a joint mission, which you and the child can work on together.

### 10 BE CLEAR ON THE "WHY"

Research shows that young people can become addicted to social media. There are many schools that are moving towards being 'phone free' due to the negative impacts of using social media and phones continuously. It's important to explain to young people why managing screentime is important. Set out the benefits and ensure they have all the relevant information, so it's not just seen as a punishment.

### Meet Our Expert

John Inley is a senior leader in a Birmingham secondary school and has vast experience in leading schools over the past 15 years – including the development of computing curriculums across primary and secondary schools, writing e-safety policies and supporting schools with computing and e-safety advice.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at <https://nationalcollege.com/guides/top-tips-for-safety-on-social-media>

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