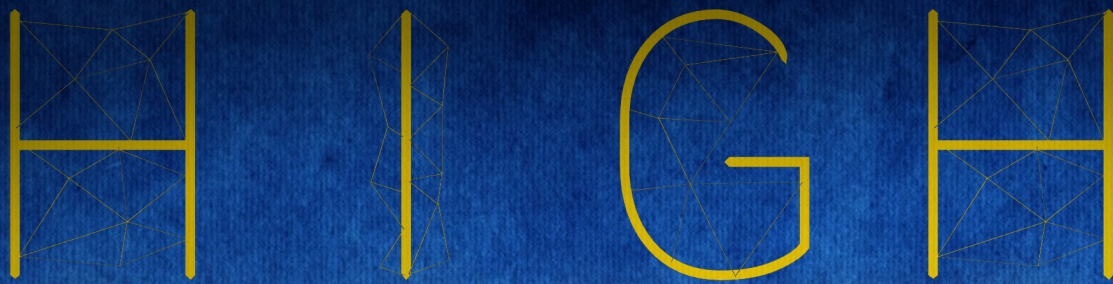


Issue 2
Mar 2022



LIGHTS

BY HIGHSTED STUDENTS, FOR
HIGHSTED STUDENTS

LGBTQ+ History Month

A celebration held by the LGBTQ+ society

World Book Day

Featuring this year's best costumes

Ukraine

what's been happening and how you
can help

Women's History Month

Our inspirations and how to #breakthebias

10 Days of Action

How our Sixth Formers have been
campaigning for change



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Personnel:

Gloria A, Tomi O, Zara P and Saskia S

Are you in Year 11 or Year 12? Would you be interested in writing for us? Contact Miss McKenner to express your interest now to sign up for the team.

Russia-Ukraine Conflict: What You Need to Know

Europe is once again engulfed in war. For the past month the invasion of Ukraine has been unsettling before our eyes, changing the world around us. We watch as history is being rewritten and borders are being redrawn. Putin's invasion of Ukraine has set off the most dangerous struggle between Russia and NATO since the Cold War, threatening international peace and security. Over 10 million people have been displaced in the month since the invasion began, several Ukrainian towns and cities have been besieged and bombarded beyond recognition, and hundreds of civilians have been killed. At the moment, cities such as Kyiv, Kharkiv and Mariupol are being attacked by Russian forces, and with anger, we learn about attacks on Ukrainian people, their democracy and freedom.

Russia and Ukraine have had a strenuous relationship for centuries. Whilst this war traces its roots to Ukraine's decision to forge closer ties with the European Union and NATO, setting a course away from Russia since its gaining independence in 1991, the nations have shared powerful social and cultural ties since the Middle Ages. Whilst the Ukraine had been part of the Russian Empire for centuries, the Slavic border people, nowadays Ukrainian citizens, had been commonly targeted by various



Russian governments in an attempt to dilute any sense of prevailing nationalism, with the Russification programme of 1793 banning the use and study of the Ukrainian language, and pressuring people to convert to the Russian Orthodox faith; a policy which carried on deep into Soviet rule, with orchestrated famines under Stalin causing the deaths of millions of Ukrainians. These legacies of history created lasting fault lines. Ukraine became divided as Eastern Ukraine had greater ties to Russia, being predominantly Russian speaking and Orthodox, in comparison to the more Eurocentric Western Ukraine, who, being much more nationalist in nature, tended towards Western

democracies such as Poland. In a speech made days before ordering the assault on Ukraine, Russian President Vladimir Putin confirmed that in his eyes Russia is still to play a paternalistic role in Ukraine's development, regarding the Russian and Ukrainian people as 'one people' similar to the times before the collapse of the Soviet Union, suggesting that the West has 'corrupted' the Ukraine, wanting Ukraine to return to 'Russia's orbit' and re-establish Russia's sphere of influence in eastern Europe.

Tensions have dominated relations between Moscow and Kyiv since 2004, as independent Ukraine tended towards the European Union and NATO. The decision of the Ukrainian President Viktor Yanukovych to cut economic ties with the EU caused mass uproar across Ukraine, leading to his overthrow in February 2014. Exploiting this situation, Putin ordered work 'on returning Crimea to Russia', a peninsula that lies between Ukraine and Russia, where Russian sentiment was strong. In the following days, Russian troops carried out a military coup to capture strategic Crimea, and despite a globally condemned referendum, in which Moscow claimed 97% of Crimeans voted to become part of Russia, on March 18th 2014, Russia formally incorporated Crimea as part of its territory. Whilst it is difficult to know Putin's true intentions, theories suggest that his interest in Ukraine lies with the re-establishment of Russia, and its previous satellite states as a global superpower.

As tensions have been rising significantly between NATO and Russia since the annexation of Crimea in 2014, Putin has used this conflict as a way to demonstrate to the West that Russia is still able to compete with the US and China on a global scale, despite by most measures failing as a medium-sized power. The revived conflict that had been sparked yet again at the end of last year, which saw the invasion of Ukraine on 24th February 2022, seems almost like Putin's last chance to attempt to place Russia back into competition for global dominance.

Ukrainians attempting to push back Russians



Vladimir Putin has repeatedly said Ukraine's aspirations to join NATO are a red line, and expressed concern about plans by some NATO members to set up military training centres in Ukraine. With the election of a pro-West President Volodymyr Zelensky, Ukraine was closer than ever to joining institutions such as the EU and NATO. Vladimir Putin officially invaded Ukraine on 24th February 2022, with the aim of 'denazifying and

demilitarising' the country, in his last attempt to regain control over eastern Europe. The Russian military has targeted critical infrastructure, like airports, with airstrikes and has launched more than 400 missiles, as of March 1, and as of March 6th more than 350 civilians have been killed. Ukraine's resistance has complicated Russia's efforts to seize the country, as Russian forces have not made the progress they likely thought they would at the start of the campaign. The United States and its allies in Europe and the United Kingdom imposed the toughest financial sanctions ever on Russia, banning Russia from SWIFT, a global messaging system, which will essentially prevent those institutions from doing any global transactions. Whilst the Russian and Ukrainian government have agreed to a round of talks, they were deemed largely unsuccessful, as Putin's demands for Ukraine to give the city of Mariupol, the largest port city in the Donetsk and Luhansk regions, were too high for Ukraine.

Whilst Putin wasn't wrong in suggesting that many Russian people still see a connection between themselves and their Ukrainian neighbours, the Russian population does not support Putin's decision to go to war. In Russia, authorities have arrested more than 8,000 people for demonstrating against President Vladimir Putin's invasion of Ukraine. Those who attempt to speak out against the Russian government have been silenced or legally prosecuted for their views. The control of the Russian government has silenced many of the voices speaking against Putin, speaking out against whom has now become punishable with loss of jobs or even threats to safety.



As a community, we would like to offer our support to Ukraine, and those fighting for their freedom. The Student Leadership Council has made efforts to plan fundraising events, in order to raise money for families who have been affected by this war, as we hope to help innocent victims of this conflict. We would like to express our admiration for all those who have not lost faith, and will continue to fight for peace and independence.

What is NATO?

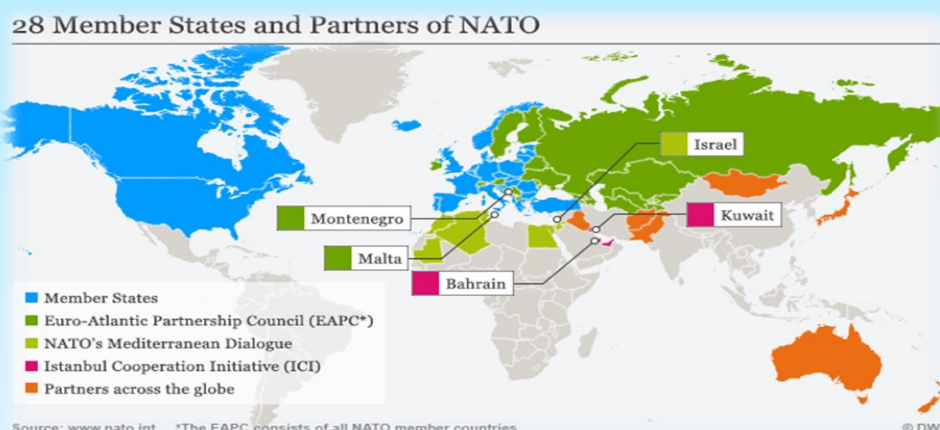


The North Atlantic Treaty Organisation (NATO) is a military organisation formed in 1949 in order to defend the world against the risk of Soviet expansion, comprised out of countries such as the US, UK and France.

Post-World War II, the world became divided into two ideologies: the capitalist West, and the communist Soviet states. The Western interpretation of Soviet post-war occupation was that it was the product of an inherent drive for world conquest by the communists, although it is likely to not have been the case. Nonetheless, states which tented towards the West felt like they needed protection against the threat of communism, forming a military alliance against communist-expansion as the Cold War began. Naturally, this has seemed a threat to the Soviet Union, who in retaliation, signed the Warsaw Pact in 1955 between the USSR, Poland, Czechoslovakia, etc. establishing a similar mutual-defence organisation.

Whilst the actions of NATO, as well as the countries entering the Warsaw Pact, had been stagnant during the Cold War, fearing that action against the Union will result in global conflict, NATO's power resurged after the fall of the Soviet Union in 1991. The alliance agreed in July 1992 to offer to undertake peacekeeping duties on behalf of the United Nations, yet many former Warsaw Pact countries, such as Poland, Hungary and Czechoslovakia wanted a greater level of assurance of their security after the collapse of the Soviet Union. Eventually, previous Soviet satellites began openly seeking NATO membership. Since 1949, NATO's membership has increased from 12 to 30 countries through eight rounds of enlargement, all nearing the Russian border.

NATO's existence is still a threat to Russia, despite the fall of communism in the 1990s. Whilst both Russia and the West agreed against expansion of either position, the Russian government has seen the expansion of NATO as the expansion of the West. Simply, Putin, who has been in power since 2000, has watched the West expand closer towards the Russian borders. And while tensions rose, the now independent, and increasingly Western, Ukraine started to lean towards organisations such as the EU and NATO - for a paranoid leader this seemed like the West has crept up on every section of the Russian border which has been open for invasion.



How can you help Ukraine?

- At least 1,300 Ukrainian troops have been killed
- Over 900 civilian have died
- Over 1,500 have been injured
- Around 3 million refugees have been forced to flee Ukraine
- An additional 1.85 million people have been displaced internally within the country
- About 48 schools in Kharkiv have been destroyed
- 3 hospitals and healthcare facilities have been hit by airstrikes

In light of this horrific conflict, many want to help those fleeing from Ukraine and those who still remain in the country. Here's how you can help:

- The UK Government recommend donating money to the Disasters Emergency Committee Ukraine appeal as cash can be transferred quickly and to experienced organisations on the ground
- Organisations across the UK are gathering essential supplies– check your local area to see which businesses may be collecting
- Donating to The UNHCR Refugee Agency can help fund emergency shelters, repairs for homes damaged by shelling, emergency cash assistance, psychological support and warm clothing
- Donating money via the Ukrainian Embassy specially funds money for medical and military supplies (Visit <https://www.withukraine.org/>)
- The British Red Cross also launched an appeal to help provide food, medicine, clothing and shelter, as well as first aid training in bomb shelters and 15,000 litres of drinking water to villages in Eastern Ukraine

Even showing your support on social media can help with the hashtag #StandForUkraine. (Remember not to spread false information. Always check your sources carefully).

Essential items needed include:

- Fresh batteries
- Torches
- Clothes and shoes
- Sanitary products/toiletries
- Baby formula
- Towels and bedding/blankets
- Medical supplies
- Toys and supplies for babies/children
- Sleeping bags
- Instant food/tinned food
- Energy bars



**WE STAND WITH
UKRAINE**

REMEMBER: Make sure you're donating safely. You can do this by checking the charity's name and register number at "search the charity register" (gov.uk).

Holocaust Memorial Day 2022

"I hope for tolerance, for people to stand up to discrimination, to remember the Holocaust, so it doesn't get repeated" - Janine Webber

On the 27th January in the UK, we recognise Holocaust Memorial Day, a day which, defined by the trust is to *"remember the six million Jews murdered during the Holocaust, alongside the millions of other people killed under Nazi persecution of other groups and in genocides that followed in Cambodia, Rwanda, Bosnia and Darfur."* This day is extremely important to recognise and as a school, Highsted ensures that we are educated every year so we never forget the atrocities committed against the millions of innocent people.

This year, a group of Sixth Form students produced an assembly on their takeaway from the 'Lessons from Auschwitz Project' that is run by the Holocaust Educational Trust. Although they were unable to attend a visit to Auschwitz Birkenau, it did not take away from the insightfulness of the programme and was just as impactful. Through online lectures, breakout rooms and interactive activities, they were able to deepen their knowledge of the Holocaust and were even provided with a virtual tour of the concentration camp. What proved to be the profound aspect of the project however, was the chance to hear from Holocaust survivor Janine Webber. It was described as, "a once in a lifetime opportunity" and they found it very moving. They were extremely privileged to be able to ask her questions and are keen to share all they'd learnt with us.

The Holocaust Educational Trust defines the Holocaust as, *"The **murder** of approximately **6 million Jewish men, women and children** by **Nazi Germany** and its **collaborators** during WWII."* The Year 13's highlighted and broke down specific aspects of this definition to provide us with a greater understanding of what the Holocaust really was and we can see this below:

'murder' - The systemic, state-sanctioned killing of humans by humans

'6 million Jewish men, women and children' - This is the estimated number of Jews killed and although there were other minorities, it was only the Jewish community that the Nazis attempted to eradicate entirely based on who they were. Jews of all age and gender were persecuted.

'Nazi Germany' - Jews from all over Europe, from every country that was under Nazi control, were persecuted.

'collaborators' - Not all involved were connected to the Nazi regime or engaged directly in mass murders but nevertheless contributed to the atrocities in some way, whether directly or indirectly.

With a death toll of 6 million people, it can be difficult to comprehend the sheer **amount** of lives lost and that with each life comes a story to be told. Exhibited in the Auschwitz Birkenau Museum, the Book of Names contains 4.2 million names of Jews who lost their life during the Holocaust and another 2 million names that are unknown. Even though historians continue to work on discovering all of these hidden lives, it's likely that we'll never be able to uncover them all. A huge contributor to this is the fact that entire towns were eradicated, leaving no records behind at all. Descendants of those we know visit their family members, whilst others do the same with the unknown names to remind us that they were still people and will never truly be forgotten.



We can personalise the Holocaust by defining roles that were present at the time rather than just putting a single label on the event. We can acknowledge the bystanders and how they were the people who were aware of the acts being committed but either did not or could not do anything about it making them complicit.



There is a variation we must look at amongst this group as it ranged from people who arranged transport to entire organisations and governments. Another role to recognise would be that of the perpetrators. Not only were they the ones directly involved, but also anyone who participated in the complex mechanism that is genocide.

These people were humans just like us and made choices that were undoubtably cruel and barbaric. Writing these actions off as such can sometimes prevent us from gaining a deeper understanding of the Holocaust. Most importantly, we have the victims of the Holocaust. Every life lost was part of a community and when discussing these casualties, we not only refer to people but to culture, customs and ideas as well. Looking deeper than the '6 million' statistic, all across Europe we'd find individuals that we should look at more closely. We'd see multi-faceted human beings who shouldn't be defined solely on their victimhood. The way they were treated shouldn't claim their entire identity and focusing only on statistics doesn't allow us to understand the Holocaust the best we can.

Leader of the SS Heinrich Himmler stated that the Holocaust was to be, "**an unwritten and never to be written page of glory in our history**". This quote tells us exactly why it's important to remember the Holocaust each year. It was the Nazis aim to eradicate Jewish existence completely, not even writing them down in the history books. By commemorating Jewish lives each year, we ensure the Nazis wishes aren't fulfilled. Even when there are no longer any Holocaust survivors still alive, we will continue to tell their stories and restore humanity to the Jews.

The increase in antisemitism today is another reason why talking about the Holocaust is relevant. This type of violence is now flourishing online rather than being the typical in person attack. As our future evolves, so does hate and we must continue to spread awareness about these acts where we can, whilst also bringing up our past in an attempt to learn from it. Currently in Xinjiang, China, another genocide is underway as there is a persecution of Uighur Muslims occurring. Over one million people are being detained in prison camps as this ethnic and religious based hate is causing the largest scale detention since WW2. This is a clear example of how ideologies from the Holocaust are still prevalent today and we must be informed to stop this as much as possible.

Going back to Janine Webber and the quotation at the start of this article, the information provided shows just how necessary her words are. Janine's story is one that is both heart-breaking but remarkable and this summary definitely doesn't do it justice. Her early life was happy as she was with her family where she was loved. Quickly however, her life was turned upside down due to antisemitism and mistreatment from the Nazis. She was orphaned, lost her only brother and had to relocate from place to place just to stay safe. Then confined too little to no space for protection, she had to learn to walk again and assume a new identity during the closing of the war. Even when the war was over, she still didn't feel safe and moved to Paris then later to the UK. This where she got married and had two sons – now having two grandsons. Janine is someone we should all admire and she still shares her testimony of survival today with many people. She serves as a living example of what Holocaust Memorial is all about and is why you personally take time to remember the atrocities of the past and carry this history with you to improve the present and the future.





INTERNATIONAL
WOMEN'S
DAY
#BreakTheBias

Students and staff flocked to the hall on 8th March to celebrate International Women's Day this year with an event held in the school hall during lunchtime. The event was organised and hosted by the Student Leadership Council. This year's theme was

#breakthebias, inspired by a poem from spoken word artist Anisa Nandaula, which was also a focus of form time activities across the school on the day, also collated by the Student Leadership Council. Students were asked to consider whether or not they demonstrated unconscious bias regarding binary gender roles and social expectations when completing a Venn diagram activity. Students were given a list of adjectives to describe a person, a list of jobs and a list of domestic responsibilities and tasked to

instinctively label these under 'male', 'female' or 'both'. Many students were keen to share their observations of where they have seen these stereotypes applied in the wider world, and how they want to combat them.

Brooke, a Year 12 pupil who is part of the Student Leadership Council, commented:

"I wanted to get involved with arranging an event for International Women's Day to raise awareness in our school community about the issues women still face in society today. We wanted to encourage students to uplift women and girls and to support them. In order to create a buzz in school, we organised a photo booth lined with inspirational messages themed around breaking the bias, as well as a pledge wall for students and staff to write their hopes for the future and the changes they wish to make in order to support the next generation of young women."



Jack, also in Year 12, organised an open mic event which students of all year groups could get involved in. He kicked off proceedings by singing and playing acoustic guitar, then supported a range of student volunteers from Year 9 to Year 13 by providing musical accompaniment to their singing. The live music event included touching performances from some members of the Gospel Choir and a closing number from The Origin singing group, led by Hannah in Year 13.



The atmosphere in the hall was electrifying, with over 100 members of the Highsted community contributing to the pledge wall and students loudly singing along to the musical performances. Mrs Tiernan Powell, Assistant Headteacher for Key Stage 5 and one of the contributing staff members, said that after two years without large-scale events in school, it was awe-inspiring to see the enthusiasm and passion charged back into the school community.

Lily, a Year 10 student who attended the event, was also highly complementary:

"The atmosphere was fun and inviting. I really enjoyed the live music, and the fact that this was open to everyone. Creating an inclusive environment made it easy for a range of students to get involved."

The Student Leadership Council also planned more events for Women's History Month to keep this interest alive.



Our Phenomenal Women

We asked some of our friends in Year 12 who inspires them every day.

Freya says:

HERE'S TO STRONG WOMEN.
MAY WE KNOW THEM.
MAY WE BE THEM.
MAY WE RAISE THEM.



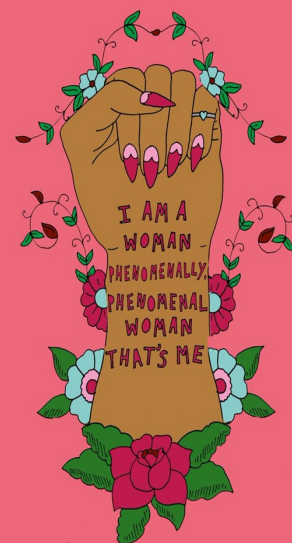
“ My mum inspires me because she works extremely hard, is very caring and is amazing at juggling a lot of responsibilities. I ultimately just want to be like my mum- a diligent worker. I want to encourage other people to work hard and help others to achieve their goals. IWD reminds me that women are all part of a discussion to break the gender bias, so the more we support each other, the more we can continue to slay”

Ella says:

“My mum inspires me because she has a degree in Mathematics, a male dominated field. I feel that my mum was able to break some kind of standard for women, even if it is just her. My mum also had children whilst having a full time job, showing that women can have success and a family. I want to inspire and help others through my passion to end period poverty. I aim to complete some charity walks for this to raise money to end period poverty across the globe.”

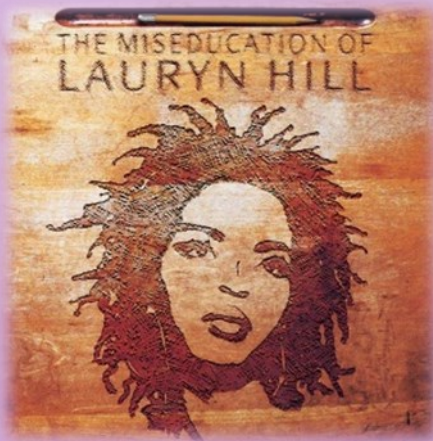
Mercy says:

“I inspire myself, and I'm proud to recognise this. I got into Highsted Grammar, passed my GCSEs in the difficult year affected by COVID, and I live every day trying not to look back. Looking forward is the best way of thinking mentally for me, as I continue this journey called life. This helps me to stay optimistic and motivated. It also helps me to expel bad vibes and it has enabled me to be better mentally, surrounding myself with a supportive circle. I want to inspire others by sharing words of affirmation and performing acts of servitude such as helping my friends to make them feel uplifted too.”



Women's History Month

For over a century, International Women's Day has been celebrated worldwide to acknowledge the achievement of women and to continue to advocate for equality all over the world. I believe it's important we celebrate IWD as even though it sometimes seems like we've achieved all we aimed to do, there is so much more beyond the surface that needs to be considered. Gender equality isn't the case for many women worldwide and in non-western countries the fight for equality is still



occurring. IWD is not only to celebrate the history of women's rights but can be used as a tool to campaign further for the rights of women everywhere.

A particular woman who inspires me is Lauryn Hill. She is an American singer-songwriter, actress and is considered to be one of the greatest rappers of all time. After her split from the music group Fugees, she went on to release her first and only solo album, 'The Miseducation of Lauryn Hill'. The album has

gone on to become diamond certified (meaning 10,000,000 copies of it have been sold) and she is the first female-rapper to have achieved this. At the 41st Grammy Awards following the release, she won 5 out of the 10 awards she was nominated for. What she created was an album that touched on relearning exactly who you are in a society that tries to restrict women and force outdated ideas about what is right and what is wrong. I'm particularly inspired by the fact that this was her only official solo project, but it has gone on to create a legacy that influences many musicians to this day. I don't plan on having a sort of career in the music industry, but one day hope to create something just as everlasting and that impacts a lot of people.



In an interview with Essence she stated,

"I had to fight for an identity that doesn't fit in one of their boxes. I'm a whole woman. And when I can't be whole, I have a problem. By the end I was like, 'I've got to get out of here.'"

As she stepped out of the public eye, she prioritised her own emotions and this was considered unusual for a woman at the height of her career. Lauryn Hill's actions remind me that it's okay to put yourself first, and she tells women everywhere that you don't have to conform to certain perceptions of yourself – be independent and stay true to who you are.

Gloria A

Women's History Month

***"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife."* ~ Jane Austen**

International Women's Day is important to me because it celebrates the social, economic, cultural and political achievements of women and it also raises awareness about women's equality, accelerating gender parity. The theme for Women's History Month this year is 'Providing Healing, Promoting Hope'. I believe that all girls should be taught that there is hope and that they will be supported with their decisions in life. Hope has been a key part in the fight to gender equality ever since the Suffragettes campaigned tirelessly for a better world for women. The other theme of healing is such a hard thing to do at certain times of your life and therefore I think that it's good that it's being recognised for this event in particular. Women's History Month lets us recognise, honour and celebrate the important and impressive achievements of women globally.

It is NOT just up to women to push for change that is still needed in the world– people of all genders are needed to keep fighting the good fight.

My inspirational woman

Jane Austen was born in 1775. One of eight children- 2 girls and 6 boys-she was never discouraged by any of her brothers nor her father. In fact, it was her brother Henry who helped her to strive for success as a published author and announced her authorship to the world after her death.

Austen left a legacy to behold as one of the first female writers to write about society from a woman's perspective, as she vividly depicted English middle-class life during the early 19th Century, with her novels defining the era's novel of manners. Today, she can even be considered to be a rebel, a radical and a feminist – as she defined her society's expectations of a woman where she never married and remained a single woman until her death.

It must be remembered though, that Austen never said that marriage and motherhood was wrong, she just decided that it wasn't for her and instead chose to focus on her writing rather than becoming a housewife – meaning that she would have most likely had to give her writing up. This outlook on life shows that the expectations of her society outgrew her. Despite having many proposals throughout her life, she turned all but one down and even then, she was only engaged for night before she changed her mind as she couldn't muster up much feeling for him. In 1796, she wrote to her sister about one man that she would have married saying: ***"I shall refuse him, however, unless he promises to give away his white coat."*** showing that she wanted to marry for love and not for money.

Austen's novels were ahead of her time, being the first to give the novel its distinctly modern character through her treatment of ordinary people in everyday life. She criticised her society's attitude towards women within her novels through the observations and analysis that she made, and therefore she created strong, female lead as the main protagonists of every novel.

I feel that Jane Austen is an extremely good example of women standing up for themselves by doing what they love despite any setbacks or prejudice against them. She was determined to stick with her own morals when choosing not to get married and not conforming to society's norms of the time. She's an inspiration to all girls to never give up and there is hope that you will be recognised for what you've achieved in life, even if it does take time.

Saskia S



To me, International Women's Day is important to commemorate the progress women have made throughout the decades, and how social attitudes to different women have changed, whether it's about race, sexuality, assigned sex or religion. This day allows women to come together, whether cis or trans, whether straight or gay, whether black or white; it enables women to relate to each other and talk more freely about what kinds of discrimination they face and the differences between each other. International Women's Day creates further conversation as to where women want to go in society. The day itself conjures a sense of freedom and openness, therefore making change in society an even more important topic to converse about.

My inspirational women

Jameela Jamil is known for her dedication to promoting self-worth and anti-diet activism. She has a platform called 'I Weigh' which has introduced many new voices, artists, activists, and movements. She has moved from modelling campaigning as a mental health activist. She promotes the idea of self-healing and making oneself more healed mentally as this will create a safe place for growth as an individual. She has changed global policies at Facebook and Instagram around diet and detox products. Jamil says **"Sometimes silence can be complicity"**. This therefore shows how far she believes that speaking out and speaking your mind creates individuality and helps to empower women to defy patriarchal control, which has been ingrained in society for generations.



Marsha P. Johnson is one of the most significant figures of colour in queer liberation. She was accustomed to anti-LGBT bigotry in her childhood and escaped to New York to avoid the immense discrimination.



drag queen.

She was present at the legendary Stonewall Riots and is rumoured to have thrown the first brick at the event. Her motto was **"pay it no mind"**, which she often joked the 'P' in her name stood for whenever she was faced with hateful remarks.

In the 1980s, Johnson became an AIDS activist, demonstrating with the AIDS Coalition to Unleash Power in order to help build awareness and decrease the prices of AIDS medication. She even appeared in a series of Andy Warhol photos.

Johnson did not fully identify as transfeminine. She often used female pronouns and considered reassignment surgery, but had also identified as a

Zara P

SPOTLIGHT ON WOMEN

In honour of LGBTQ+ History Month we have chosen to spotlight on an inspirational LGBTQ+ woman; therefore the spotlight woman of this issue is Lady Phyll.



UK 
BLACK
PRIDE

Phyllis Opoku-Gyimah, also known as Lady Phyll, is a British political activist who works to increase visibility and advocacy for Queer, Trans and Intersex People of Colour (QTIPOC) in the UK and beyond. One of her landmark achievements is as the co-founder and director of Black Pride, the first event of its kind in Europe celebrating “LGBTQ people of African, Asian, Caribbean, Middle Eastern and Latin American descent. Lady Phyll was also appointed trustee of lesbian, gay, bisexual and transgender (LGBT) rights charity, Stonewall in January 2015. Her work has allowed many people of colour to be open about their sexual identities and being proud of it. She continues to strive for her cause to be more spoken about in schools.

**“I WOULD SAY THAT YOU ARE LOVED, YOU ARE WORTHY,
YOU’RE BRILLIANT, YOU’RE BEAUTIFUL, YOU’RE AMAZING,”
~ LADY PHYLL**

Tomi O

LGBTQ+ History Month

During Highsted's LGBTQ+ History Month celebrations, we spoke to Jakob, a Year 13 student who is president of the LGBTQ+ society. The society organised a stall within the school to raise money for the Stonewall charity. The Stonewall charity stands for LGBTQ+ people everywhere and strongly believes in a world where all LGBTQ+ people are free to be themselves and can live their lives to the fullest. The stall was run by year 12 and 13 students and managed to raise an astounding £890!

Here are some of the questions we asked:

Please could you also tell us what your pronouns are?

- He/him

So, can you go into more detail of why you think this is important to celebrate LGBTQ+ History Month?

- In Highsted we want to make people feel welcome and want to be role models for them. I also like helping people and making things. I made the bracelets, badges and earrings. I want people to feel more included and feel good about who they are because I struggled with that for a while; I felt excluded with some people being homophobic and transphobic towards me.

What inspires you to do this?

- Both my Mum and I came out to each other so my mum is definitely my biggest supporter.

Please can you explain to us different things you were selling?

- We made necklaces out of beads with pride flags, rainbow monkey backpacks and a bear one. We painted and made pride badges as well. Thinking about the demographic we wanted to make items more alike to feminine and lesbian/bi women. I love the badges the most, they are really cool and I love the Hello Kitty items.



So, what can non-LGBTQ people do to become better allies?

- The biggest thing is to listen to people who are in the community, support others, listen to other and don't deny their opinions. We need more inclusivity and a wider supportive community.

How does this event represent what you want to do in the future?

- I'd love to work for LGBT charities in the future and as I go on to university, I aspire to be president of an LGBT society, just like I am in school.

We then caught up with the rest of the society to ask them more about their work.

What else have your society done to recognise LGBTQ+ History month in general?

We have been publishing articles through the magazine about LGBT history and why it is important, highlighting how queerness has been prevalent throughout many cultures for centuries. Jakob also organised two assemblies which were played to students during form times of LGBT history and why pride is important as well as highlighting issues for minorities/intersectional identities in the LGBT community. At our event we also had posters educating people on different pride flags, what they mean and the definitions of sexualities as well as information on the Stonewall charity which we were fundraising for.

What did other members of the society contribute to the stall?

Jakob handmade the earrings, bracelets, necklaces, and pride badges, Dani made the rings which were each personalised through separate commissions. Jakob also created all three of the backpacks which were raffled for at the stall, and did custom pride badge badges through commissions. Many people from the LGBT Society helped at the stall throughout the week with selling the products and informing students about the stall and what we were selling. Next to the stall we had live music performed by Jack - a member of our society - but other members such as Jess joined in to sing as well as students who volunteered to perform with Jack.



Why did you choose Stonewall as your charity?

Stonewall is an LGBTQ+ rights charity in the United Kingdom. It is the largest LGBT rights organisation in Europe. Named after the 1969 Stonewall riots in New York City, Stonewall was formed in 1989 by political activists and others campaigning in the UK against Section 28 of the Local Government Act that was put in place by Prime Minister Margaret Thatcher. Their campaigns drive positive change in public attitudes and public policy. They ensure LGBTQ+ people can thrive throughout their lives by building deep, sustained change programmes with the institutions that have the biggest impact on LGBTQ+ folk. Stonewall makes sure that the world hears and learns from LGBTQ+ communities, and their work is grounded in evidence and expertise.

This money raised by our community will be used by Stonewall to educate schools, workplaces and the Government on LGBTQ+ issues to create an accepting and equal UK.

Finally, Jakob offered a thank you to Highsted students for attending. He said:

"I planned the event for many months now I feel that all of our society's hard work has paid off. The whole week went amazingly; we were able to sell nearly all of the merchandise and had so many people come to the stall to support us even if they felt shy to at first. I feel so proud of the Highsted community for coming together to celebrate LGBT history and for supporting our charity event. I have never seen the school so connected like this before, it makes me feel so honoured to have been able to organise this event and create a new tradition of celebrating who you are unapologetically within Highsted. I feel as if the whole event has positively impacted the whole school, not just students but teachers as well, who came to buy merchandise and support the stall. I'm really thankful for the support from everyone."



LGBT+ History Month 2022



LGBTQ+ History Month– What You Thought

Ellie, Year 12 (she/her)

What did you do at the event?

I sang for the open mic section of the hall. This was to raise awareness and to spread the love and joy that the LGBTQ+ community embraces.

What inspired her to do this?

Honestly, it was for the cause. Once again, it is important to raise awareness about what the community endures. By doing this through the art of music, it helps to reach out to people and make them happy. I passionately believe that music is powerful. Music stimulates the part of the brain that produces the dopamine hormone. This hormone affects emotional behaviour and mood, which will help reach out to onlookers.



Sally, Year 10 (she/her)

What did you buy at the event?

I bought a couple of badges to proudly show my support for the community.

What inspired you to help those within the LGBTQ+ community?

As part of the community, it feels nice to support a charity that supports me. This will create a cycle of trust and support that will branch out in Highsted's community and the communities we make later in our lives. This acceptance, love and care will create safer spaces for people in the future, no matter their race, gender, or sexuality.



What experiences made you want to be involved today?

Being a part of the community, I have faced having slurs being thrown at me when walking down the street. These blatant acts of discrimination have impacted me so greatly that I want to support others so they do not have to face the same things.





Casey, Year 7 (she/her)

What did you buy at the event?

Loads! I bought badges, flags, bracelets and even celebrated my friends' identities by buying them some items too.

How does you show support for the community?

I love the acceptance of the community and I'm going to a pride festival soon; I can't wait to take it all in.

Even from her young age, she shows unconditional support for those around her and seems very emotionally intelligent for her age. This support and love she shows for others will thrive into her future, allowing her to celebrate identities everywhere.

What experiences have you faced in the LGBTQ+ community?

Most of my friends are LGBT and I watch a variety of shows to celebrate queer identities and differences. I dislike how hateful people can be and how they can find themselves to be in a position of bigotry. It is unnecessary.

Aisha, Year 12 (they/them)

What did you buy?

To help the charity, I bought the badges that help me express my identity.



What inspired you to help?

I wanted to help others be accepted for their identities. I find this to be of great importance as I have generally been trying to figure out my own sexuality.



DEBATE: Should LGBTQ+ characters be played by straight and cis-gender actors?

While studying Carol, the Year 12 film studies cohort have been discussing representation of LGBTQ+ actors and characters on film. The issue of straight actors playing gay roles has become a more prevalent debate topic in recent years due to myriad factors, such as concerns regarding representation and recognition in awards ceremonies. Many actors and directors have voiced their opinions on the topic, including people in and outside of the LGBTQ+ community. On one hand, it could be argued that straight actors shouldn't take on these roles due to the inauthenticity rooted at its core, but the other hand would state that acting as a profession requires one to go beyond their own identity.



An example of a famous face in the 'no' camp is director and writer Russell T Davies, creator of Channel 4's hit drama *It's a Sin*. The show is set during the 1980s AIDS epidemic and Davies was actually 18 years old at the start of the crisis. The story follows a group of young gay men who move to London and though of course dramatised, the show is heavily influenced by Davies' personal experiences as a gay man, as he has many stories to tell as he "escaped HIV". In relation to this debate, Davies ensured that he hired gay actors playing the gay roles and

stated that "authenticity is a critical component" when casting a show like his own and that it "leads us to joyous places". He didn't cast straight actors as he didn't want anyone there to 'act camp', as that would just be a representation of dated stereotypes and assumptions. The actors he cast actually have authentic experiences of being young gay men, and can internalise their roles to a greater extent. We can assume that from Davies' point of view, authenticity just made the stories even more real and that when seeing them on our screens, we would recognise that 'It's A Sin' is more than just a show but rather a documentation of what was happening in the 80s.

Queer representation in television and film began as very minimal and often derogatory, based on harmful stereotypes. It has taken years for queer representations to be treated sensitively, and there is still a long way to go for equality in recognition of LGBTQ+ stories on film. The Academy and other award-giving organisations are simply not recognising queer representation on the level they are for straight representation. In 2018, it was recorded that fifty-two straight actors had (to date) been nominated for Oscars for playing LGBTQ+ roles. In comparison, we could find no evidence of LGBTQ+ actors having been nominated for their roles. In fact, Ian McKellen is the only openly gay man to have been recognised by the Academy. While others have come out years after their nominations, such as Lady Gaga and Angelina Jolie, there is a lack of recognition of LGBTQ+ actors anyway, let alone when they are playing queer roles. This is exactly why many agree with Davies that it is important for authenticity within queer roles. Straight actors are glorified and celebrated for playing in roles that have so much history of prejudice and discrimination without acknowledging lived experiences.



When we allow gay actors to take on these parts, we are not only allowing for a chance for more awards to be won for the community, but in a way we acknowledge our shameful history and say these stories deserve to be told and in the right way.

Concerns regarding accuracy of representations and inclusivity mean that the film industry are having to rethink the way actors are cast in roles. However, this begs the question: is it always going to be the best actor for the role that gets the part, if the focus is on their sexuality?

Whereas Russell T. Davies was adamant that his roles in *It's A Sin* should go solely to members of the



LGBTQ+ community, this is not a view held by other directors. An example of this is Todd Haynes, who directed the film *Carol* which portrays a lesbian relationship. Although being openly gay himself, he cast straight actors Cate Blanchett and Rooney Mara in the lesbian roles, presumably believing that they had the ability to convincingly become the characters they were cast to play despite being straight. Cate Blanchett, who played the titular role of *Carol*, said "I will fight to the death for the right to suspend disbelief and play roles beyond my experience". Other actors have also expressed similar opinions:

Rachel Weisz said: "I see my task not to tell the story I have lived- when I played Blanche Dubois on the stage, I'm not an alcoholic and I'm not interested in sleeping with teenage boys! But that's the character. So I see storytelling as me becoming people I'm not."

Richard Madden said that he thinks it will be "a terrible route to go down" if roles are restricted to an actor's sexuality.

It appears that some actors feel conflicted over the issue. Richard E. Grant stated in a recent interview: "The Transgender movement [...] means, how can you justify heterosexual actors playing gay characters?" he went on to say, we are in a "historic" moment and understands "why and how [the current change of mood] has come about". However, Grant himself recently played the part of a drag queen in the film *Everybody's Talking about Jamie*, but said it gave him "sleepless nights" and he was concerned about seeming insensitive and taking the role from a gay man. This could indicate that straight actors are merely paying lip service rather than being genuinely supportive of the movement to offer authentic roles.

Ben Whishaw, who is openly gay himself, said: "I really believe that actors can embody and portray anything and we shouldn't be defined only by what we are". In the film

Rocketman, which is a depiction of singer/songwriter Elton John's life, Taron Egerton, a straight actor, took on the role of arguably one of the most famous gay icons and was supported whole-heartedly by Elton John as the choice to portray him in the film. Elton John said: "When I saw Taron, I was not looking at him—I was looking at me [...] everything about it was extraordinary."



Upon discussing in class, this opened our eyes to both sides of the debate and how varied the opinions of straight and gay actors are on this issue. We have been reviewing other LGBTQ+ films to examine representation of queer characters in general.

World Book Day 2022

Highsted Grammar School students celebrated World Book Day's 25th anniversary on 3rd March. For this year's event, organised by Miss Mead, the theme was Literary Duos. The theme was selected to encourage more students to participate in fancy dress with their friends.

In order to prepare for the costume event, students in all year groups were presented with an assembly on different famous literary duos for inspiration, including Holmes and Watson from the *Sherlock Holmes* novels and Idgie and Ruth from *Fried Green Tomatoes At The Whistle Stop Café*. Students also entered the Readathon competition, earning sponsors to read as much as they could within the space of a month. The school's events raised over £600 for the Readathon charity, which provides reading books and professional readers for children who are in hospitals across the United Kingdom.

Prizes were awarded for this year's best costumes and for those who read the most books. The winners were:

1st Place- Lucia, Sahana and Freya (Year 8) for group prizes, and Evie (Year 7) for an individual prize

2nd Place- Eseosa, Evie, Philippa and Chloe (Year 8) for group prizes, and Leah (Year 7) for an individual prize

3rd Place- Dianarose and Sonika (Year 7) for group prizes, and Nirvana (Year 10) for an individual prize

Readathon prizes- Chloe (Year 9), Victoria (Year 9) and Freya (Year 7)

The costume competition was also held for staff members. Record numbers of teachers dressed up for the day, with Miss McKenner, Mr Lovett and Mr Ensor winning the staff prize as members of the Peanuts gang.

Miss Mead commented:

"World Book Day is always a fantastic event for the Highsted community. Not only does it celebrate a love of literature but it provides important resources to children staying in hospital long term through the charity Read For Good. This year was another successful event. Students and staff should be proud of their costumes and contributions to such a worthy cause".

Well done to everyone who participated in World Book Day celebrations and the Readathon.



We interviewed some of the spectacular duos and teams around the school to find out where their costume inspiration came from and why they think World Book Day is so important.

Chik, Samantha, Dara, Anjie and Temi dressed up as Scooby Doo's Mystery Inc. Gang

What inspired you to dress up?

We thought that the costumes were fun, nostalgic and easy to do— the Scooby Doo stories are very familiar to lots of people

Is there a particular reason you wanted to take part today?

It's raising money for a good cause for children in hospital

Amie and Mildred (Year 9) dressed up as Lilo and Stitch

What inspired you to dress up?



We both watch the movies a lot and really enjoyed them and the relationship between them

Is there a particular reason you wanted to take part?

Just the fun aspect to be honest and behind the scenes we could help others

Caitlin and Ellie (Year 12) dressed up as Dorian Gray and the portrait of Dorian Gray

What inspired you to dress up?

Caitlin studies English, and is reading The Picture of Dorian Gray for her A level course. We joked about it and decided that we should commit to dressing up.

As an A Level English student, what is your favourite book and why?

'Just Kids' by Patti Smith because it is the only book that had been able to make me cry. It's a true story and it discusses multiple topics she I'm interested in.

Victoria (Year 7) spoke to us about Readathon.

Why are you taking part in the Readathon?

I wanted to help raise money for the children in hospitals to have books. I felt as though it would be better for the kids to help with their medical and even their mental health as reading can boost morale.

How many books did you read and what is your preferred book genre?

I've read a couple. I prefer mystery due to the ongoing build-up of tension and suspense.

What is your favourite book/character?

Percy Jackson.



Sister Act : Meet the Stars

Recently Tomi sat in on a *Sister Act* rehearsal during lunchtime, getting a sneak peak of the preparation process. The actors continually ran over their lines for the songs showing off their amazing vocals, their dedication and hard work very evident as they were asked to repeat verses and choruses over and over again. Pointers were given about stage presence and confidence, and they embraced these improvements with open arms. In the rehearsal she met Rosie (Year 10), Sophia (Year 7) and Tope (Year 10). Here's what they each had to say:

Rosie is playing Michelle, as well as two additional roles

What made you want to participate in Sister Act?

Well, I love singing but I mainly participated because my cousin really wanted us to be in it together. I was also not able to participate in *Oliver* last year.

What would you say is the most challenging thing about your roles?

The most challenging thing for me would definitely be how high I have to sing in one of the songs 'Take Me to Heaven'

Tope is one of two students starring as Deloris

How do you prepare for your role outside of school?

We have a music app that helps us with our singing without the real orchestra. I also just practise at home a lot.

How has the preparation for your role been so far?

It has been fun and it's really fun to work with others

What would you say is the most challenging thing about your role?

Singing has definitely been the most challenging thing for me

Sophia is also starring as Deloris with a different cast

What made you want to participate in Sister Act?

I thought it would be a fun new experience

How do you prepare for your role outside of school?

Attending rehearsals and practising scenes a lot at home

What would you say is the most challenging thing about your role?

The accent is probably the most challenging part for me

What would you say to other people who are not sure whether or not to take part in the next production?

Definitely try because it's a fun way to meet new people and showcase talents.



British Science Week 2022

Highsted had an intense week of activities to celebrate British Science Week. There were special in-class challenges to practise the engineering and design skills of the students. In Year 7, they built a small boat out of straw and paper to see which design could hold the most mass before sinking. They also linked their knowledge of biological adaptations to design an insect that would thrive in a particular environment. The Year 8 students were challenged to build the tallest tower possible of spaghetti and marshmallows and to create a poster on the theme this year, "Growth". The Year 9 students also practised their technical skills as they built a lighthouse out of paper and created a simple circuit. They also extracted DNA from strawberries. The Year 10 students completed a thought-provoking activity to see how their personality might enable them to enjoy certain careers in the STEM field.

There were many lunchtime clubs and activities on offer. The week kicked off with students within the Animal Husbandry Club, learning to care for Musk Turtles, Sulcata Tortoises and African Clawed Frogs.

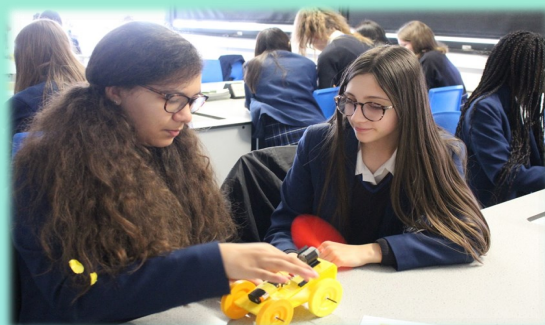
Students also had the opportunity to make sugar scrubs in the Cosmetic Chemistry Club. The Nature Club and Biology Society were also very active with bespoke activities.



On Tuesday, the year 10 students listened to a guest speaker from Imperial College London who discussed the importance of climate change and the critical technology of carbon capture and storage. Meanwhile, students across the school had the chance to get involved with a Chemistry scavenger hunt to find which teachers had badges for certain elements from the periodic table.

During Science Week, students across Year 7 and 8 marvelled at the magnificent demonstrations from the Wonderstruck Show. They wowed at balls of fire sent to the roof of the school hall, shrivelled at the thought of laying on a bed of nails and looked in amazement at the smoke rings as they travelled across the room.

Year 8 built and launched rockets using compressed air across the school grounds, demonstrating the speed and power of a simplistic design. Year 9 built and modified fan powered cars, to race across 8 metres. Congratulations to our 10 finalists and to Team 'Wagon Wheels', whose car passed the finishing line in 4.19 seconds.



The week concluded with a memory challenge as students tried to memorise and recite back in order the entire periodic table. Many students had impressive displays of memory. congratulations to Freya, who memorised the entire table.



All of the activities, clubs, speakers, practicals, and competitions had one goal: to get students excited about Science. Science is an intrinsic part of life and there are many rewarding careers in this field.

The overall theme for 2022 science week is 'Growth', a theme which can be stretched across all areas of STEM as it offers a huge range of interpretations. From plant growth to economic growth and even your own personal growth, the theme allows us to reflect in our own ways on what growth truly means to us and how we can represent this in STEM activities. Being a Maths & Physics student myself, I translate growth to be something that requires a collective effort and that is essential to the advancement of our society. Growth is what has allowed for so much

change in the world since the beginning of time and it is something we should all strive for in whatever ways we can.

The Science Department and Gloria

Safer Internet Day: Improving wellbeing

Safer Internet Day occurred on Tuesday 8th February. This year's theme was 'Together for a better internet' and called upon all stakeholders to join together to make the internet a safer and better place for all, especially children and young people.

Safer Internet Day aimed to focus on respect and relationships online. The internet is a great place to endeavour, a place to learn, a place to maintain contact with family and friends, but you need to stay safe. Here are some of the ways you could help yourself to stay safe online:

- **Use your actions and words with care:** What you do or say can impact others and also affect how people view you. Rather than jumping into your emotions, take a moment to reflect and continue later when feeling better.

- **Build better, healthy relationships:** Listening to and supporting your friends online and offline is important. Respect boundaries and treat them kindly.

- **Be an upstander when you see hate or harassment:** Use reporting tools to support victims online. This enables people to combat loneliness and can even encourage them to seek further help. Being aware is important.

- **Know that it is never too late to open up:** talk to someone you trust about what happens online.

One of the methods our students have used to improve their wellbeing is digital detoxing. I spoke to Madison, a Year 10 student, who shared the longer term benefits of her digital detox experience.

When did you do a digital detox?

-Over summer 2020, over a weekend.

Why did you do a digital detox?

-When I went on my phone for longer periods of time, I started to get headaches. I talked to my mum about this and she said to either get medication or do a digital detox to see if reducing visual stress helped. I tried a digital detox and started to become interested in new things I didn't know I could do before. I found new hobbies such as drawing. One day, when there was a clear sky, I took the opportunity to start taking photographs. This is a hobby I've continued ever since. (We've included some of Madison's photographs).

How did you feel after?

- I felt refreshed and want to do it again. Now I spend a lot of time outside instead of being absorbed with my phone or laptop.

What are other hobbies have you found?

- I really like crochet and knitting. I've even started growing my own plants such as cacti and sunflowers with my mum. I also started to read a book called 'The Diamond Horse' by Stacey Gregg. I never really read after leaving primary school yet this book has led me to find more books I've enjoyed.

Before your digital detox, what would you normally use your phone for?

- In the lockdown, I was always communicating with friends through social platforms due to not being able to go out with them. I spent a lot of time just being bored on my phone.

Was there anything that made you stressed before the detox?

- I would get headaches and very painful, visual stress. Actually looking outside and getting off my phone helped by making me feel refreshed and relaxed.

How much time did you spend on your phone before the detox and afterwards?

Before the digital detox, I spent six or more hours online. Now I spend less than two hours on my phone. I prefer to talk to friends face to face and I feel I'm being more productive now. I rarely use social media now.



My own digital detox

During half term, I took it on for myself to do my own digital detox. From the interview, Maddy inspired me and showed me the positivity of having a break from online. I decided to do this on the Friday when storm Eunice was at its peak. I could not go out but I found interest in other things. I was a bit restricted on things to do but embraced things I had been putting off. For example, I finally completed '*Frankenstein*' by Mary Shelley. Usually, I can only get through the first few

chapters before I lose my motivation, yet I found that this break from technology enabled me to get on with it. I also took time to bake something for the others in my household to enjoy. I spent more time with my family, which I have not been able to do, due to prior isolation and school work.

I do think the detox was beneficial. I found that my eyes did not feel as strained and I did not feel as stressed due to the constant pressures of socialising online. I think awaiting messages has some form of pressure because you constantly find yourself looking at your phone but nothing happens. I found myself to be more productive with my time and did not feel as strained mentally. This is something that I feel everyone should participate in. I acknowledge how it is difficult in this day and age due to school work being converted into online forms, it being a prime source of socialisation, and some people not having time to step away and stop. If you can, it is worth it as it has mental and physical benefits, but if you cannot then that is perfectly fine.



Mental health gender divide -12.2



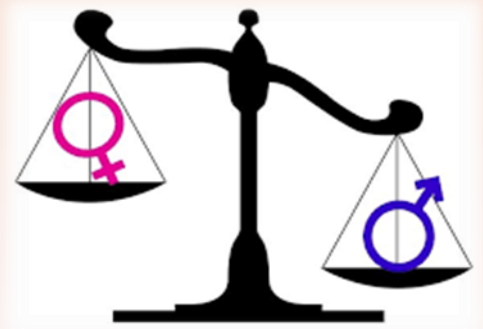
Due to the rise of Covid-19 infections, the UK was placed into lockdown in March 2020. Gov UK claims that since April 2020, women have reported worse mental health than men– even more so than the disproportionate amount of women struggling with their mental health prior to the pandemic. People across the gender spectrum suffer from mental health issues, however female mental health statistics are more reported. As of 2014 in England, 1 in 5 women are known to have a mental health problem.

There is a gender gap existing in anxiety, trauma-related and stress-related disorders. Studies by Li et al found explanations for this gap, by proposing that women are more vulnerable to these disorders due to their greater monthly fluctuations in mood, as this can influence behavioral processes.

One of the most important risk factors for mental health conditions in women is gender based violence. Women much more often than men experience forms of gender based violence and this experience becomes associated with PTSD, anxiety and depressive disorders.

Women between the ages of 16 and 24 are almost thrice as likely (26%) to experience a common mental health issue as males of the same age (9%). Women are twice as likely to be diagnosed with anxiety as men.

Women are twice as likely as men to suffer from mental illness which may be related to the social inequalities and living standards across the world. Gender disparities in depressive disorder rates are associated with a country's wealth. The pressures of women in stereotypical social roles may impact mental health responses for women and men. This is due to male domination in some cultures and may affect the way women are dealt with in competition in the workplace.



The pandemic has also affected wellbeing. The impact of the economic crisis has been unequally distributed, with especially young women and those with lower levels of education bearing the downturn in jobs and poverty.

Women are thought to be emotional so people assume emotional illness such as depression and anxiety to be more feminine. Mental illnesses with a masculine stereotype such as substance abuse or anger management problems are more found in men as it is believed people are invalidated if it doesn't suit gender stereotypes.

HISTORY OF WOMEN'S EDUCATION IN THE UK

In the UK, women did not get the formal right to education until the mid-1800s, with the establishment of private schools such as Cheltenham Ladies' College in 1853 and Roedean school in 1885. In many cases such schools were founded by wealthy women, who believed passionately that they deserved an education. The University of London was the first in the UK to award degrees to women in 1878. Initially reserved for those who could afford their fees, the 1880 Education Act made education compulsory for all children between the ages of five and ten with available government funding. Though this was often not feasible for low income households, needing the income of their child. All girls were guaranteed an education by law, even if not in fact.

WOMEN'S EDUCATION IN THE UK NOW

After the establishment of the Sex Discrimination Act in 1975, the landscape of education for women has changed dramatically. In the last four decades, girls have statistically outperformed boys in their academic achievements, 35% more likely to go to university with average scores above their male counterparts in public examinations. However, institutional bias against women still exists today. Women hold only 20% of professorships in UK universities, and in Cambridge that number is just 15%; some of the professors may even have started their careers before the Sex Discrimination Act came into force. At Oxford and Cambridge, there is still a higher percentage of male students – 54% at Cambridge, and 52% at Oxford.

WOMEN'S EDUCATION GLOBALLY

Although the UK has made considerable progress in education for women, in many other countries around the world, women have been stripped of their right to education. Around the world, 129 million girls are out of school, including 32 million of primary school age, 30 million of lower-secondary school age, and 67 million of upper-secondary school age. Only 49% of countries have achieved gender parity in primary education. At secondary level, the gap widens: 42% of countries have achieved gender parity in lower secondary education, and 24% in upper secondary education. There are a number of reasons for this barrier to girls' education such as poverty, child marriage and gender-based violence, which vary among countries and communities. Poorer families often favour boys when investing in education. Groups such as UNICEF work with communities, governments and partners to remove barriers to girls' education and promote gender equality in education – even in the most challenging settings. Because investing in girls' secondary education is one of the most transformative development strategies, they prioritize efforts that enable all girls to complete secondary education. 'We tackle discriminatory gender norms and harmful practices that deny girls access to school and quality learning. We support governments to ensure that budgets are gender-responsive and that national education plans and policies prioritize gender equality'. - UNICEF



Violence Against Women in Lockdown

12.3 researched into the increase of violence against women during the recent COVID-19 lockdowns. Emerging data and reports from those on the front line have shown how all types of violence, particularly domestic violence, have intensified amongst women and girls. This is known as the 'Shadow Pandemic' growing amidst the COVID-19 crisis, and we need a global collective effort to stop it

Why?

We need to raise awareness and speak up about this as it helps women feel less trapped it gives everyone the ability and courage to speak freely about abuse. No one should feel at risk or unsafe in their own home.

What can we do to help?

We looked into the charity Refuge which is an organisation that helps protect women and children against domestic violence. On a single day, Refuge supports more than 6,000 clients, helping them rebuild their lives and overcome different forms of violence and abuse.

Refuge



**For women and children.
Against domestic violence.**



Violence Against Trans Women

12.3 also decided to take action for violence against trans women, as these are both projects that we are extremely passionate about and we believe they need to be spoken about more.

In 2020 the highest number of fatalities against trans women was recorded at 44, marking it as the most violent year on record since 2013.

In November 2021 a report was published stating that in the previous 10 months of 2021 there had been five homicides against trans people.

Jahaira DeAlto, who campaigned and worked so hard to help battle the stigma and threat against trans women, was killed on May 2nd 2021. She was a well-known and beloved trans advocate and an advocate for survivors of domestic and sexual violence.

Where can I donate?

Sparkle are a charity who promote a positive representation, awareness and acceptance of the Trans, Non-Binary/Genderfluid and Intersex community through events, communications, advocacy and arts projects.

Mermaids is a British charity and advocacy organisation that supports gender variant and trans youth. They also provide diversity training.



Mermaids

AS PART OF THE '10 DAYS OF ACTIVISM' 12.4 WANTED TO RAISE AWARENESS ABOUT ASD AND ADHD, IN PARTICULAR HOW THE SYMPTOMS VARY BETWEEN MALES AND FEMALES AND HOW BY SIMPLY EDUCATING YOURSEWLF WE CAN BECOME BETTER ALLIES TO PEOPLE WHO HAD ASD/ADHD

What is autism?

Autism is a spectrum disorder and people with ASD often also have a learning disability. The autism spectrum isn't linear and many people talk about the 'spikey profile'. This means an autistic person could be a leading expert on nuclear physics but unable to remember to brush their teeth or clean their clothes. In addition to this, the support given to each autistic person will vary some may require full time support to enable them to complete day tot day activities, whilst others live fully independent lives.



Symptoms and how these differ for males and females

However, it should be noted that there is a distinguishable difference between girls and boys with ASD. Girls with ASD tend to be more passive, anxious and depressed, while boys are more likely to be active, busy or angry. In addition to this, boys with ASD may tend to engage in disruptive behaviour to gain objects, while girls with ASD may tend to engage in disruptive behaviour to get attention.

To be a better ally there are some things that you should be considerate of.

Allow for personal space

Allow and accept non-harmful stimming like rocking and tapping

Approach them first as some people may struggle wit communication skills

ASD may present itself as a variety of symptoms, some include:

Delayed language skills

Delayed cognitive or learning skills

Hyperactive, impulsive and/or inattentive behaviour

Unusual mood or emotional reactions

Anxiety, stress or excessive worry

What is ADHD?

From finding it hard to concentrate on tasks or conversations to feeling restless and behaving impulsively, the symptoms of attention deficit hyperactivity disorder (ADHD) can be hard to manage - not only for the person with ADHD but also for those who live and work alongside them.

Symptoms and how they differ for males and females

Research has shown that boys with ADHD usually show symptoms, such as running and impulsivity. Girls with ADHD typically show internalised symptoms. These symptoms include attentiveness and low self-esteem. Boys tend to be more physically aggressive, while girls are more verbally aggressive. Boys and girls can show many of the same signs of ADHD yet boys are tree times more likely to receive and ADHD diagnosis than girls

Some symptoms include:

Highly sensitive to noise, fabrics, and emotions
Hyper-talkative (always has lots to say, but is not good at listening)
Hyperactivity

Study up-educate yourself, the more you know the more you understand who wit is affecting your loved one.

Separate the person from the symptoms

Adjust your behaviour- this can help to make them feel more comfortable and not alienated. The more you understand about why the are acting a certain way the better ally you can be.

GENDER DIFFERENCES IN ADHD SYMPTOMS

Boys and girls can display very different ADHD symptoms, which may be why boys are 3 times more likely to get an ADHD diagnosis than girls.¹

BOYS' SYMPTOMS ARE MORE OBVIOUS AND EXTERNAL:

- Impulsivity or acting out
- Hyperactivity: running and climbing
- Lack of focus, inattentiveness
- Physical aggression, such as hitting

12.9%

Over a lifetime
12.9% of males will be diagnosed

GIRLS' SYMPTOMS ARE LESS OBVIOUS AND OFTEN MORE INTERNAL:

- Being withdrawn
- Low self-esteem and anxiety
- Impairment in attention
- Inattentiveness; a tendency to daydream
- Verbal aggression: teasing, taunting or name-calling

4.9%

Over a lifetime
4.9% of females will be diagnosed

Source: CDC, 2014. ADHD: The Facts. National Center for Health Statistics.

Fast Fashion Hurts

For our 10 days of action, 13.3 explored the effects of fast fashion and the ways in which we can shop more ethically and sustainably. Fast fashion is an expression used to refer to the growing popularity of fashion created to meet fast-changing trends. Examples of fast fashion brands include Zara, H&M and Shein who mass produce products at affordable prices. However, this places pressure on workers and has a greater environmental impact.



The cheap price of the clothing means that workers, mainly young women, are paid unfair wages of less than \$100 a month and have to work in unsafe conditions to meet budgets and deadlines. Women in developing countries often have limited choice for work and are therefore pushed into jobs that demand long hours, meaning that they often miss out on education, in order to support their families.

Not only does fast fashion negatively impact workers, the carbon emissions required to manufacture their products have contributed to climate change and poor air quality in developing countries.

We researched the ways in which we can make small changes to what we buy and where we shop from to limit the use of fast fashion, which could include:

- **Shopping in local charity shops**– they offer clothing that has the low price tag that you may be looking for while being a more sustainable option.
- **Buy timeless clothing which can be worn again and again**- Although it may be tempting to buy into trends, they often come and go quickly, so be smart when shopping.
- **Stick to more environmental and welfare conscious companies**



Highsted's Teen Hero

Madison Hinton (year 12) was commended for her exceptional achievements when she became one of 5 winners of the Radio 1 Teen Hero Award 2021. Madison was nominated for services to charity. The ceremony was held on 7th December 2021 at Kensington Palace, the residence of the Duke and Duchess of Cambridge. Prince William was in attendance to congratulate the teenagers. Also in attendance were Radio 1 DJs Greg James, Vick Hope and Jordan North. Zara interviewed Madison on her achievements

Q: Congratulations on winning the Teen Hero Award. Could you tell us what you were nominated for?

A: Over the first lockdown, I started to make mindfulness boxes for the local mental health charity Mid Kent Mind. I have been supporting them with boxes for adults and children ever since. I had already been nominated for other awards previously. I won the Kent County Council Try Angle Award for Community Action in March, but this award is my greatest achievement to date.

Q: What goes into your boxes?

A: Youth boxes contain stickers, sweets and fidget toys, which help to distract children when they are distressed. Adult boxes contain teabags and bath bombs. Both sets of boxes also contain positivity cards, a hand-written letter and a handmade keyring. I aim for my boxes to aid relaxation.

Q: What motivated you to start making these boxes?

A: I wanted to make a difference to other people's lives. Having suffered with my own anxiety issues, I felt that I was coping better than some other people would be during the lockdown periods. I wanted to support others with their mental health.

Q: How did it feel to be nominated for the Teen Hero Award?

A: I was shocked. It was really unexpected but it was an incredible honour.





Q: How did it feel to be in the presence of royalty?

A: I was very nervous about going to Kensington Palace, because I had to learn royal etiquette beforehand. The event was actually quite informal and relaxed. Prince William was very down to earth and approachable. He made us all feel at ease.

Q: What do you hope to be able to achieve next?

A: I just want to continue to make a difference to other people's lives. I'm going to keep making my boxes so that I can continue to support those in need.

Q: What advice would you give to other students thinking about getting involved in charity work?

A: Just do it. Volunteering your time to help others is so rewarding and can give you a sense of fulfilment

Madison truly is an inspiration and she has continued to demonstrate a number of our Highsted Virtues, such as Resilience and Community Consciousness. We commend Madison on behalf of the entire Highsted community for her outstanding achievements.



Highsted Grammar school proudly presents...

Sister Act

A DIVINE MUSICAL COMEDY

Performance

dates:

29th of June, 30th
of June & 1st of
July

**MUSIC THEATRE
INTERNATIONAL**

Music by GLEN KATZ. Book by GLEN KATZ. Book by CHERI STEINKELLNER & BILL STEINKELLNER. Additional Book Material by DOUGLAS W. BEAN. Based on the Touchstone Pictures Motion Picture "Sister Act" written by Joseph Howard. This production is presented by arrangement with Music Theatre International. All authorized performance materials are also supplied by MTI www.mtishows.co.uk. Originally Produced in Association with Peter Scerif & Michael Reno and Produced by Stage Entertainment. World Premiere Produced by Pasadena Playhouse, Pasadena CA and Alliance Theatre, Atlanta GA. Sheldon Epps, Artistic Director. Ron V. Booth, Artistic Director. Lyla Galt, Executive Director. Tom Pechar, Managing Director. Tom Ware, Production Director.