



Cedars Upper School Student Newsletter

Welcome to the **Cedars Upper School Student Newsletter**. Each Monday morning this newsletter will be sent to parents and posted on each year group's google classroom.

In this newsletter you will find useful information, links to **creative** activities and celebrations of the **determination** and **successes** of our students and staff during these difficult times.

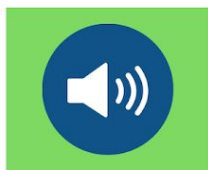
Updates & Notices

Check out our simple dual coded checklist to support your through remote learning



Timetable

Follow your school timetable, starting with registration at 8.45 in your year group google classroom



Listen

Watch/ listen to any videos or audios set by your teacher



Presentation

Complete your work as instructed i.e. on the allocated document



Tasks & Time

Complete all tasks set within your 1 hour lesson



Submit

Submit your work to be checked



Improve

Act on any teacher feedback to make improvements to your work



Consolidate

Consolidate learning i.e. creating flashcards or carrying out retrieval activities

Year 9 your **Options** letter went home on Friday, please read and follow the instructions on how to complete the Options process.

Thank you for all of the entries for our **creative challenge** 'how not to make a sandwich'. Please see this clip for some of our more weird and wonderful entries, plus our winning entry! [Creative Challenge - Sandwich Compilation.mp4](#)

The 1st of February marks the launch of our **CREATIVE** month where we will be showcasing our **CREATIVE** value.

Check out the RSHE lesson on your google classrooms which gives a variety of ideas on how to be creative for better wellbeing.

Do you need help, someone to listen or food parcels maybe? The local community is here to for you, check out this poster from **Leighton Linlode helpers**: [poster leighton linlode helpers.pdf](#)



CREATIVE VALUE MONTH

Throughout the month of February we will be showcasing our CREATIVE value. Here is what to look out for...

CREATIVE STUDENTS

Our students are always making and creating fantastic pieces of work and extracurricular projects. Look out on social media for examples.



CREATIVE CURRICULUM

We will be sharing on social media examples and quotations from our staff on what the creative value means for their subjects. Many lessons will also highlight our creative value too.



CREATIVE COMMUNITY

We are sharing creative competitions with our local middle school and encouraging our community to get creative through the Cedars' Gnome Hunt. Look out for our student newsletter for more examples of how you can be get creative with us.



CREATIVE COMPETITIONS



We have a number of opportunities throughout this month, we will be calling on our students to show off their creativity. Look out for these on the year group google classrooms and our student newsletter. In the first week we have our LGBT+ poster competition, our vision and values display competition and more...

Follow creative month @Cedars_Upper



Creative Engaged Determined Aspirational Respectful Successful

This month is also **LGBT+** History month and we want you to be creative and help us promote inclusion across our school. This will be officially launched on SMSC day in your year group classroom.

LGBT+ History Month Poster competition

Cedars Upper School believe that all of our students should be able to achieve excellence! To do that we must be inclusive, support all students and celebrate what makes us all unique and excellent!

This month is also **CREATIVE** month at Cedars so we want you to **CREATE** an inclusion poster that promotes anti-discrimination of **LGBT+** or promotes **LGBT+** History month. The most impressive poster will be shared on our social media and used in school. The winner will also receive a £5 Amazon voucher. Submit your entries to your year group google classroom by 11th Feb

Creative Engaged Determined Aspirational Respectful Successful

Cedars' Gnome Hunt continues

Ms De Voogt has set up a **creative community challenge** to encourage some fun and positivity. Click the links for templates that you can use or have some extra fun by making your own.

[Pictures of gnomes.pdf](#)
[How to draw a gnome.pdf](#)
[Colouring templates of gnomes.pdf](#)



Cedars' Gnome Hunt

Gnomes are coming to Leighton Buzzard!

We are asking all members of the community to join in with the fun by displaying a picture of a gnome in an easy to see window.

During these difficult times, it can be hard to find positives, so we are hoping that these funny gnomes will bring a smile to the faces of children and adults.

We'd love to see your drawings, the templates coloured, or print outs shown all around the town for others to enjoy on their daily exercise.





Our Wellbeing Is important

Please contact ssc@cedarsupper.co.uk if you are concerned about your wellbeing. Or a member of staff/ adult that you trust.

If you are concerned about yourself or anyone else please contact a member of staff immediately you can also email Mrs Powell any concerns at cpowell@cedarsupper.co.uk

Mrs Powell has set up a **Safeguarding** resources for students classroom, this has useful resources on sexual health, sexting, consent, drug, alcohol and more, to access these resources use this code: **zvuqlx2**

Check out your **form time/ RSHE google classroom**, this week links to our **CREATIVE VALUE**. We also have a wellbeing section of the [Remote Learning Website](#)- this is full of useful resources and support.

The **Child and Adolescent Wellbeing programme** is now available as online webinars. This is a programme for parents/carers to get advice and strategies to support children and young people with their emotional wellbeing.

Please find the following flyer for parents/carers [here](#):

Managing emotions and self-esteem

- ★ on Wednesday 10 March 2021 from 10.00 am to 11.30 am
- ★ or Wednesday 24 March 2021 from 6.00 pm to 7.30 pm
- ★

Raising your Aspirations

Inspiring the Next Generation- By Luke Station

'We **empower** children to make their own choices by teaching them strategies that involve them thinking and reflecting on themselves, whilst also learning to become **resilient** in times of adversity.'

We have an **exciting opportunity** for you all. You can use this link to sign up to a free 6 session course by Luke Station. Click this [link](#) and set up an account using your school email to get involved.

Podclass

Are you interested in starting a podcast, click this link to a free course by hear2listen [PodClass PosterCBC.jpg](#)



Speakers for schools: WEEK STARTING MONDAY 1st FEBRUARY

DATE	SPEAKER	INFO
Mon 1 st February 10-11am LINK TO JOIN	Dorothy Byrne, Editor-at-large, Channel 4, Chair, Ethical Journalism Network & Former Head of News and Current Affairs, Channel 4 For KS4-5/ S4-6	Join us to hear Dorothy Byrne, Editor-at-large at Channel Four, previously Head of News and Current Affairs, share her insights into her career as a journalist. During her tenure, the channel's news and current affairs programmes have won numerous BAFTA, RTA and Emmy awards. Dorothy will reflect on how to be successful in the world of work and will question whether we can trust the media.
Tues 2 nd February 10-11am LINK TO JOIN	Branko Bjelobaba, Finance and Engaging in Democracy Speaker For KS4 - 5 / S4 - 6	Join us here to hear Branko Bjelobaba, Finance and Engaging in Democracy Speaker, provide an honest approach as to what makes a difference in terms of presenting yourself and how success can follow failure. Branko has spoken at many schools and delivered one of our first live virtual events and speaks passionately about the UK financial services sector and also how young people can engage with democracy.
Tues 2 nd February y 2-3pm LINK TO JOIN	Speakers for Schools Experience Nursing Broadcast: Dr Crystal Oldman, CEO, The Queen's Nursing Institute For KS4 - 5 / S4 - 6	Join Speakers for Schools for our first Experience Nursing Broadcast with Dr Crystal Oldman CBE. Dr Crystal Oldman CBE joined the Queen's Nursing Institute in November 2012 as Chief Executive. Crystal worked in the NHS for 18 years, the majority of which was in the field of community nursing, working with some of the most deprived communities in west London. An opportunity not to miss for students who would like to hear more about Crystal's journey and an insight into working in nursing.
Thurs 4 th February y 2-3pm LINK TO JOIN	Penguin Talks in Partnership with Speakers for Schools: How to motivate yourself, with Adrienne Herbert and Alice Liveing For KS4 - 5 / S4 - 6	Leading wellness professional, podcast host and author of The Power Hour, Adrienne Herbert joins personal trainer, blogger and best-selling author, Alice Liveing to discuss how students can motivate themselves and maintaining their wellbeing during lockdown

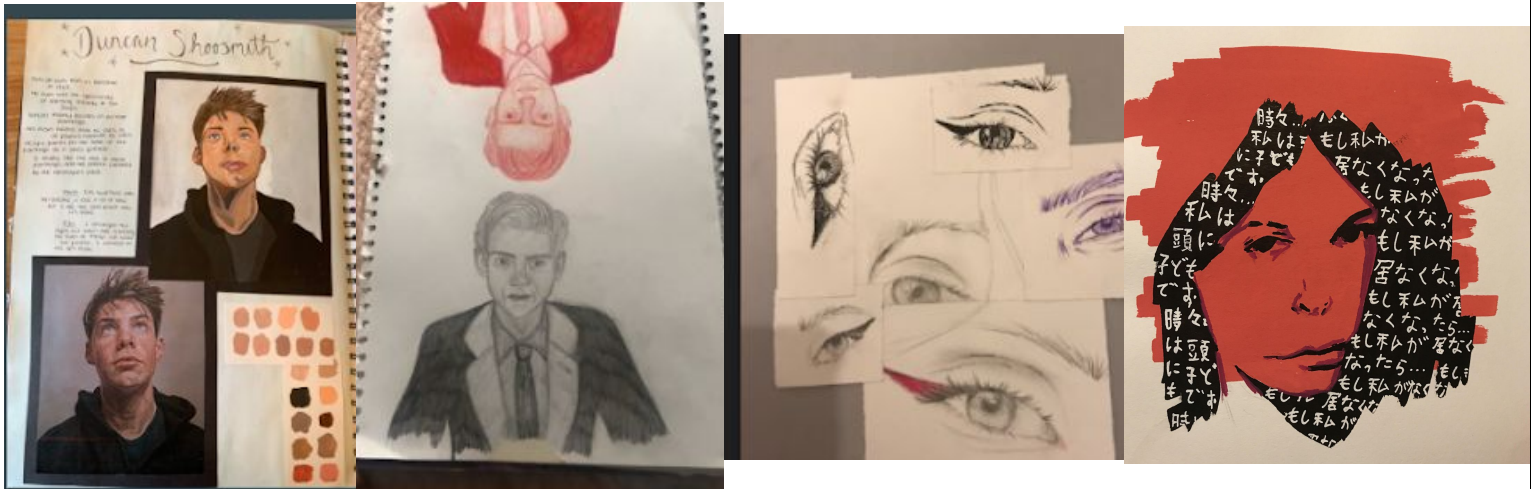


Students Achieving Excellence

Check out just some examples of the **engagement** and **determination** of our students.

This week has been particularly **creative**!

Year 11 artists have been preparing their ideas for the theme 'Fragments'

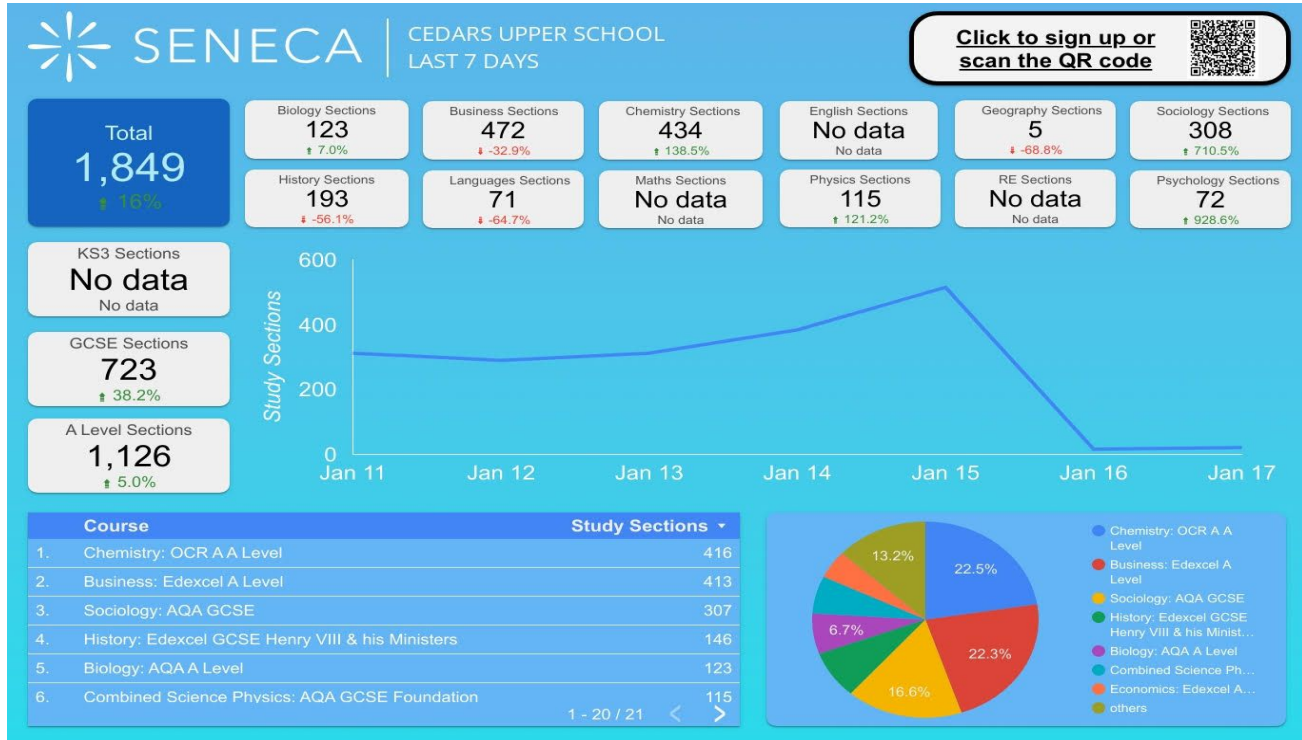


Year 9 'design a decade' fashion illustrations





Student engagement on SENECA



Year 9 have been studying controversial artist and have made some excellent drawings of skulls





Science

Ionisation energies: $\frac{13}{12} \times 100\%$ 19-01-2021

① Atomic radius, electron shielding and nuclear pull

② Across the period ionisation energies generally increase, as the nuclear pull increases, and there's the same number of shells so the electron shielding won't change, and nuclei will get more positive.

③ Boron having a lower ionisation energy than Beryllium, and oxygen having a lower 1st ionisation energy than nitrogen.

④

⑤ Boron's extra electron is put into the p-orbital, which means it has more electron shielding than nitrogen's outer electrons. This means it's easier to remove.

⑥ Oxygen's extra electron is paired up in a p-orbital, the repulsion between the pair means that one of them is made easier to remove.

CHEMISTRY
Owing for 21 20/30 Monday 23rd January 2021

C6 Electrolysis = 20% of IGCSE assessment

1a 3 ✓ 1 ✓ on reduction by a pair ✓
1b 5 ✓ 1 ✓ fill paper with a gel ✓
1c 4 ✓ 1 ✓
1d Ag and H₂ are positive ions are attracted to the cathode ✓
1e Silver is less reactive than hydrogen ✓
1f Discharge ✓
1g 1.2 paper on an anode ✓
1h 1.1 ✓ 1.2 ✓ it will get hot ✓ it will get a smell ✓ it will get a pink ✓

2a Electrolysis ✓
2b Cathode = hydrogen ✓
2c Anode = oxygen ✓
2d Copper ions are positive therefore are attracted to the negative electrode, i.e. cathode ✓
3a questions ✓
3b questions ✓ 100% ✓
3c copper ✓
3d phosphate ions are less reactive ✓
3e the charge on an anion is opposite to the sign of the positive ✓
3f balanced equation: $2H_2 + O_2 \rightarrow 2H_2O$ ✓

Year 9 Cooking Challenges- YUMMY



Year 12 Philosophy & Ethics

Philosophy of God's existence

1. The existence of God is a philosophical question. It is not a scientific question. Science can only deal with the natural world. It cannot deal with the supernatural. The existence of God is a metaphysical question. It is a question about the nature of reality. It is a question about the ultimate cause of everything. It is a question about the meaning of life. It is a question about the purpose of existence. It is a question about the nature of the universe. It is a question about the nature of the soul. It is a question about the nature of the mind. It is a question about the nature of the body. It is a question about the nature of the spirit. It is a question about the nature of the soul. It is a question about the nature of the mind. It is a question about the nature of the body. It is a question about the nature of the spirit.

Explain and evaluate natural knowledge for God's existence

Natural knowledge of God is gained through reason and observation. The natural world gives us a point of contact between us and God. It is reasonable to believe that God would have given us a way to understand him and his nature and that is why we have the ability to reason. We can look at the world around us and, using logic, we can draw conclusions about our creator.

John Calvin presented a thought provoking argument when talking about natural theology. He argued that everyone has an innate sense of religion that gives us an inclination to carry out religious practices. Calvin called the sense distributed to everyone called *conscientia*. It is a persuasive argument as it seems since the beginning of civilization, people have had religion and a sense of being higher than them, a creator. Calvin said, 'There is no nation so barbarous, no race so brutish as not to be imbued with the conviction that there is a God! This presents the idea that no matter who, where or how different we all are, there is the *conscientia*. Though, the argument can become implausible because if there were the *conscientia* distributed, it should not be so prominent within our world. However, Calvin rebuffed this by saying the *conscientia* is not there & but are ignorantly going against their human nature and lying to themselves.

Natural theology claims that we should use reason and logic to draw conclusions about the world, however, this makes it problematic as people can draw many different conclusions from one that means God doesn't exist. Simply, it is too subjective to argue for God's existence. People's experience with the world will affect the conclusion they draw. Some can look around and admire the beauty and awe at the world God created, a feature of the *conscientia* distributed, but others see cruelty and evil. If the natural world is to reflect God's nature, does that not suggest a cruel, unloving God, completely contrasting the Abrahamic God? Paley suggests that just because the world is flawed it does not mean there is no creator. He uses the watch analogy by saying that if you came across a watch on the ground and perhaps it was a few minutes behind, you would not suggest the watch had no designer.

Furthermore, Paley presents a strong biological argument for natural theology. When we look around at the world, we can see the complexities of nature and how it all works in just the right way. If even a single thing were off, we would not be here. He compares the complexity of a world to a watch. If you were to find a rock, you would assume it naturally formed but if you were to find a pocket watch, you'd know there was a designer even though you haven't seen them design or seen anything else they've designed. The intricacies of the watch is not something that just happens by chance. The same can be said for the natural world. For example, an eye has three eyelashes that protect them from dirt and anything else. It is not a weak down harmful bacteria. The likelihood of this design happening by chance is almost zero and although the eye features have like a blueprint, it doesn't diminish the existence of a creator. Although the chance of the universe's creation is low, it doesn't necessarily mean there's a creator. Like science suggests, the universe's creation could've come from the big bang and nature is the way it is because of evolution and natural selection. Then again, it could be the creator who made that happen and put the universe into motion.

Using logic to determine God's existence is practical as it's something everyone can use meaning God is open to all of us. By using logic, we can see the complexities of nature and how

- S Mulholland 2:40 PM Jan 27
Clear opening paragraph w
- S Mulholland 2:41 PM Jan 27
Great use of a quotation
- S Mulholland 2:42 PM Jan 27
Great analysis and you are reinforcing your well done.
- S Mulholland 2:43 PM Jan 27
Great use of Paley and a re-example. You could compare actual evil/ cruelty i.e. cancer
- S Mulholland 2:44 PM Jan 27



Literacy

Author of the Week: [Marcus Zusak](#)

Here he is talking about his books, including *The Book Thief*. If you are looking for stories to boost your knowledge of the Holocaust you could also try John Boyne's [The Boy in the Striped Pyjamas](#) or Lucy Adlington's [The Red Ribbon](#)

Virtual Library

For younger brothers and sisters the Reading Agency and Oak national Academy have created a [Virtual Library](#) they might like to visit. Every week a popular children's author or illustrator will provide you with exclusive videos and their top three recommended reads.

Book Reviews

I am reading [Hamnet](#) by Maggie O'Farrell. If you are a history or Shakespeare fan this book is for you. Great characters that are brought to life against the backdrop of 16th Century Stratford Upon Avon. The eponymous character of Hamnet, was Shakespeare's son, and it is widely believed that the play Hamlet was named for him.



This week's guilty pleasure:

[The Art of Being Normal](#) by Lisa Williamson

Two boys. Two secrets. David Piper has always been an outsider. His parents think he's gay. The school bully thinks he's a freak. Leo Denton has one goal - to be invisible. Attracting the attention of the most beautiful girl in year 11 is definitely not part of that plan. Look out for Lisa's new book, *The First Day of My Life*.

This week's caption winner



"Mother knows best"

You can trial Amazon's audible for free at the moment, so if you prefer to listen to books maybe this is for you.

Are **podcasts** your thing? Why not give these a try?

- [The Only Way is Reading](#) podcast from Essex Library Services (available through Spotify)
- [Alice's Adventures](#) in Wonderland by Lewis Carroll
- [The Thursday Murder Club](#) by Richard Osman

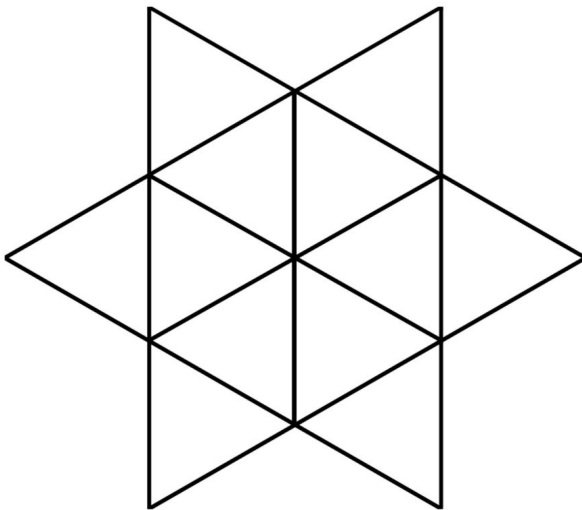
Why not [Join](#) your local library and download books for free on the [Libby](#) App.



Numeracy Corner

How Many Triangles? ☆ 3

How many triangles can you see in this picture?



Motivational Quote of the Week

