



APRIL 2025 | ISSUE 10

# NEWSLETTER

Official newsletter of Devonport High School for Girls

## HEAD LINES

Dear parents and carers,

Welcome to the Spring newsletter. It is wonderful to see the better weather arrive and students outside in the school grounds.

Their return from the Christmas break was a busy one, with Year 13s and Year 11s beginning their final full term before examinations start. Their commitment to their studies have been exceptional and we wish them all the very best as they enter the exam season after Easter.

It has been lovely to find out and start to welcome our incoming new Year 7 students. They will join the DHSG formally in September, but begin to familiarise themselves with the school through the new intake evening in July and Multi-Sports Evenings on Fridays.

At the end of last half term, we were visited by two Ofsted Inspectors, who evaluated the school's provision over the course of this inspection. The inspection was not a 'graded' inspection like we have had before, but instead was a check on whether the standards at the time of the previous inspection had remained, declined or improved. Whilst the process was thorough and demanding on the staff, students and Trustees involved, the outcome was a positive one. The inspection team found that the 'school's work may have improved significantly across all areas since the previous inspection.' This means that should we have had a 'graded' inspection, it would be likely that we would have been judged outstanding in all areas. This is a huge achievement and my thanks go to the staff, students and Trustees for their efforts to make this the case. Some particular highlights from the report were that the inspectors found:

- The academic and pastoral support provided is exceptionally strong;
- Pupils enjoy their schooling;
- Students in the sixth form thrive on the school's culture of ambition;
- At each stage, teaching provides detailed guidance on how to reach the highest levels of attainment;
- There is a relaxed, yet purposeful atmosphere in the school. Pupils and staff enjoy positive relationships.

## END OF TERM ARRANGEMENTS

Friday 4 April. Students should wear mufti. There is a suggested donation of £1 for support with School Fund.



Normal finish time of 3.35pm

## START OF TERM ARRANGEMENTS

Tuesday 22 April

Usual start time of 8.50am.



You can read the full report here: <https://www.dhsg.co.uk/page/?title=OFSTED&pid=90>.

Last week staff, students, parents and carers were treated to the return of the DHSG Dance Show. There were many exceptional dance routines and it was enjoyed by all. Thank you to all the students, parents and carers who supported the show through buying tickets. This helped to fund the hiring of equipment for sound and lighting and also to support future Dance Shows.

My very best wishes and a Happy Easter,



*Lee Sargeant*  
*Head Teacher*



## **CAR PARKING - LYNDHURST ROAD**

Please could we request you do not drop off on the corner where Lyndhurst Road meets North Down Road. Recently, there has been a few occasions where there have been some near misses due to visibility around the corner. Please use other areas further along the roads to drop off.

Many thanks.



## CURRICULUM SPOTLIGHT

As parents, understanding the curriculum is crucial to support your child's learning and development. However, it can be challenging to keep up with what your child is learning and what the key areas of the curriculum are at each stage, leading to questions about assessment, content, and what constitutes a broad and balanced curriculum.

To help bridge this gap, we will regularly publish articles in our school newsletter that explain the curriculum and direct you to where you can find more information about your child's curriculum offer.

Our website has been recently updated with curriculum plans and information, so please do take a look for more information: [www.dhsg.co.uk](http://www.dhsg.co.uk) and click on the curriculum tab at the top of the page. So, what do we mean by the curriculum?

Our curriculum is divided into three phases: lower years (7 and 8), middle years (9-11), and upper years (12 and 13). Each phase has many components including academic, pastoral, extra-curricular, physical and mental health and social and emotional elements.

We aim to equip students with the knowledge, skills, and competencies they need to progress and thrive in the next phase of their education or training. To achieve this the curriculum is carefully planned and sequenced. As students progress, they become more scholarly by developing competency in knowledge and skills. They acquire a deeper understanding of the subject matter and the ability to apply that knowledge to solve problems and think critically. Additionally, they develop essential skills such as research, writing, and communication, which are vital for success in their chosen careers.

This progression prepares students for the challenges they will face in their future careers, including the demands of the workplace, engagement in lifelong learning, and making meaningful contributions to society.

Extracurricular clubs and activities offer students additional opportunities to develop skills that complement their academic pursuits. These activities help students build leadership skills, develop teamwork, make a positive contribution to their community, and expand their social networks. They can also allow students to pursue their interests, explore new areas of knowledge, and cultivate a passion for learning beyond the classroom.

Overall, the combination of academic progression and extracurricular engagement is our measure of a broad and balanced curriculum that prepares students for success in their future endeavours.

If you want to learn more about our curriculum, you can visit the curriculum pages of our website. Here, you will find a clear idea of the subjects studied, how the work is sequenced in each phase, as well as details about assessment and examination boards. If you have any queries about the curriculum, please do not hesitate to contact your child's Head of House or Head of Sixth Form.

In each article, we will focus on a specific aspect of the curriculum, and this term's spotlight is on the Music curriculum.



# THE MUSIC CURRICULUM

Music is all around us at all stages of our lives (starting with the nursery rhymes we sing to our babies). It is the soundtrack to our lives and is a valuable subject for all students to study whether they are a gifted musician or have never engaged in music outside of school. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. At DHSG, music brings the school community together through singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of the school community.

Music's place in education at DHSG has important wider benefits for personal and social development building confidence, self-esteem, sense of achievement and an ability to relate to others. Music develops the ability to think academically, emotionally, physically and spiritually.

We believe that students deserve a broad and ambitious Music curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment. Music is integral to our lives and our Music curriculum develops students' ability to understand and engage with Music. Through our curriculum and extracurricular activities we aim to:

- develop a thorough understanding of music, through performing, composing, listening and appraising;
- develop self-confidence and a sense of achievement through performance, both through curriculum lessons and extracurricular participation;
- encourage creativity through composition;
- understand the complexities of music through analysis of a wide range of genres from different musical and cultural perspectives;
- understand how music can support the development of life skills, such as confidence, self-awareness, perseverance and discipline and provide a holistic experience that students can take beyond their musical studies;
- develop the cross-curricular skills of problem-solving, perseverance, diligence, team work, time management, organisation, responsibility and cultural history.

## MUSIC UPDATE

DHSG's music department continues to be very busy with a wide range of events. The highlight this term was the GCSE Music Workshop with the Bournemouth Symphony Orchestra on Monday 10 February. DHSG students attended the event alongside a number of GCSE Music students from local schools. Students were treated to exceptional examination preparation as the musicians discussed and performed some of the GCSE set pieces and also provided a masterclass on composition.

## MUSIC DATES FOR YOUR DIARIES:

**Saturday 5th April, 7.30pm** - DHSG Chamber Choir members are performing St. Andrew's Church, Plymouth. They'll be performing in Elijah by Mendelsohn alongside the Plymouth Philharmonic Choir, professional soloists and orchestra. Tickets are available from Plymouth Philharmonic Choir website.

**Wednesday 30th April** - DHSG Spring Concert will be taking place, timings TBC. This year's theme is 'Music for Stage and Screen'. Tickets go on sale soon!



# THE MUSIC CURRICULUM IN LOWER, MIDDLE AND UPPER YEARS

| Year   | Cycle   | Content  |
|--------|---------|--|
| Year 7 | Cycle 1 | Introduction to Music at DHSG:<br>Singing<br>(vocal warm ups, simple partner songs, carol concert songs)<br><br>Samba<br><br>Introduction to music theory<br>Introduction to the keyboard<br>Introduction to structure<br>(‘Love Me Tender’)<br>Christmas song arrangement<br>(‘Jingle Bells’) |
|        | Cycle 2 | ‘Arriba!’ (Latin American Music)<br><br>Canon (Canon in D – Pachelbel)   |
|        | Cycle 3 | Just Play! (Musical Futures band work – Pop and Rock)<br><br>Bamboo Tamboo - ‘Three Little Birds’ and ‘Riptide’ (Reggae and Pop)   |
| Year 8 | Cycle 1 | ‘In the Hall of the Mountain King’<br>(Romantic Music)<br><br>Feelin’ Blue (Blues)   |
|        | Cycle 2 | Musical Theatre ‘I Dreamed a Dream’ – class orchestra<br><br>Songwriting   |
|        | Cycle 3 | Film Music<br><br>‘Walking on the Moon’ (Modes and 7 <sup>th</sup> chords)   |

| Year   | Cycle   | Content  |
|--------|---------|--|
| Year 9 | Cycle 1 | Introduction to the course<br><br>Elements of music (structure, texture, timbre, melody, rhythm, metre, dynamics, tempo, harmony, tonality)<br>Rhythm and pitch notation<br>Intervals<br>Key signatures<br>Articulation and phrasing<br>Introduction to musical dictation<br>Periods of Music<br><br>Ensemble performance<br>Introduction to composition |
|        | Cycle 2 | Cadences<br><br>Primary triads<br>Introduction to Area of Study 1:<br>Instrumental Music 1700-1820<br>Set works:<br>Bach – Brandenburg Concerto No.5 in D Major (3 <sup>rd</sup> Mov.)<br>Unfamiliar listening:<br>Baroque music<br><br>Solo performance<br>Composition  |
|        | Cycle 3 | Set works:<br>Beethoven – Piano Sonata No.8 in C minor Op.13 ‘Pathetique’ (first movement)<br><br>Purcell: ‘Music for a While’<br><br>Introduction to Area of Study 2:<br>Vocal Music<br><br>Unfamiliar listening:<br>Classical music, Baroque music<br><br>Dictation exercises relating to Area of Study 1 and 2  |



# THE MUSIC CURRICULUM IN LOWER, MIDDLE AND UPPER YEARS

| Year    | Cycle   | Content  |
|---------|---------|--|
| Year 10 | Cycle 1 | <p>Set works:<br/>Freddie Mercury: 'Killer Queen'<br/>Stephen Schwartz: 'Defying Gravity' (Wicked)</p> <p>Introduction to Area of Study 3:<br/>Music for Stage and Screen<br/>Unfamiliar listening:<br/>Rock and Pop music, Musical Theatre</p> <p>Dictation exercises relating to Area of Study 2 and 3</p> <p>Solo performance<br/>Composition</p> |
|         | Cycle 2 | <p>Set works:<br/>Freddie Mercury: 'Killer Queen'<br/>Stephen Schwartz: 'Defying Gravity' (Wicked)</p> <p>Introduction to Area of Study 3:<br/>Music for Stage and Screen<br/>Unfamiliar listening:<br/>Rock and Pop music, Musical Theatre</p> <p>Dictation exercises relating to Area of Study 2 and 3</p> <p>Solo performance<br/>Composition</p> |
|         | Cycle 3 | <p>Set works:<br/>Esperanza Spalding: 'Samba Em Preludio'</p> <p>Unfamiliar listening:<br/>Fusion music</p> <p>Dictation exercises relating to Area of Study 4<br/>Comparison questions</p> <p>Solo and ensemble performance<br/>Composition</p>   |

| Year    | Cycle   | Content  |
|---------|---------|--|
| Year 11 | Cycle 1 | <p>Revision of set works from Area of Study 1 and 2<br/>Revision of elements of music and key terms</p> <p>Musical Dictation<br/>Comparison questions</p> <p>Unfamiliar and familiar listening</p> <p>Composition<br/>Solo and ensemble performances</p>                                       |
|         | Cycle 2 | <p>Revision of set works from Area of Study 3 and 4<br/>Revision of elements of music and key terms<br/>Musical Dictation<br/>Comparison questions<br/>Unfamiliar and familiar listening<br/>Work through past papers/exam technique</p> <p>Composition<br/>Solo and ensemble performances</p> |
|         | Cycle 3 | <p>Work through past papers/exam technique<br/>Revision of all set works and key terms</p>   |



# THE MUSIC CURRICULUM IN LOWER, MIDDLE AND UPPER YEARS

| Year    | Cycle   | Content   |
|---------|---------|---|
| Year 12 | Cycle 1 | Introduction to composition<br>Music theory<br>Western Classical Tradition: Baroque Solo Concerto<br>Music for Media<br>Performance work  |
|         | Cycle 2 | Composition and performance work<br>Western Classical Tradition: The Operas of Mozart<br>Music for Media  |
|         | Cycle 3 | Composition and performance work<br>Western Classical Tradition: Romantic Piano Music<br>Music for Media  |
| Year 13 | Cycle 1 | Composition and performance work<br>Music for Theatre   |
|         | Cycle 2 | Revision: Music for Media, Baroque Solo Concerto, The Operas of Mozart, Romantic Piano Music, Music for Theatre<br>Exam technique and past papers<br>Composition and performance work |
|         | Cycle 3 | Revision of all areas of study<br>Exam technique and past papers  |



# MEET THE STAFF

## Miss Ellie Broock - Teacher of RS



### **When did you join first DHSG and what attracted you to the school?**

I joined DHSG in September 2024, so it is roughly a year now since I first came to look at the school, which feels very surreal as I remember that day so well! Honestly, the school had such a lovely, genuinely happy feel to it that I just felt so comfortable. My background is Sociology and Religious Studies and, whilst I had a wonderful time teaching multiple social sciences at my last school, I was ready to focus on one area.

### **What is your favourite thing about DHSG?**

The fact that I can look out of my classroom window at lunch time and see students playing games on the field, reading books together under a tree, or just generally running around being themselves. Wholesome.

### **What do you like to do in your spare time?**

I hesitate to say, just because I don't do this nearly as much as I would like, but I love to write music. I've played piano and guitar since I was little but when I went to university I got into writing scores and incidental music for plays. I've done a few since graduating though as my mum and I are big theatre nerds, so she keeps me involved in various productions which is great. I also choreographed for a Shakespeare play last year which was fun! Always something creative going on, if not renovating our house!

### **What book are you reading at the at the moment?**

I am a really slow reader which frustrates me, because I have so many books. This results in me having a few on the go at a time. So at the moment I have non-fiction 'Sapiens' by Yuval Noah Harari which is a fascinating look at how humans evolved systems, cultures and so on. That's heavy though. My current fiction book is Tess of the D'Urbervilles by Thomas Hardy. I started reading it after my mum and I saw a production of it performed essentially as a circus act, which was incredible. The imagery of the countryside as Tess navigates the social norms for a woman in her time is a great juxtaposition.

### **Who inspires you?**

This is a really hard question because it feels like it needs to be profound, but I think it's the little life moments that inspire me. Coming home to my partner DIYing tirelessly through his time off to create a home for us; listening to my parents tell funny stories of things that happened years ago, or just last week; watching birds sit on the telephone wire before they go to bed (as birds do) little things that inspire you to just enjoy existence. Oh dear, maybe that did turn out to be profound after all!

### **What would you most like to do in the future, that you haven't had chance to do yet?**

Like many others, I would like to travel more. I've done Rome recently (pictured!) and would like to plan more short city breaks like that, as well as some longer expeditions. But I'm also interested in doing a UK road trip and learning some history along the way. More music too, I'd love to record something properly.



# SCHOOL FUND

## School Development Fund

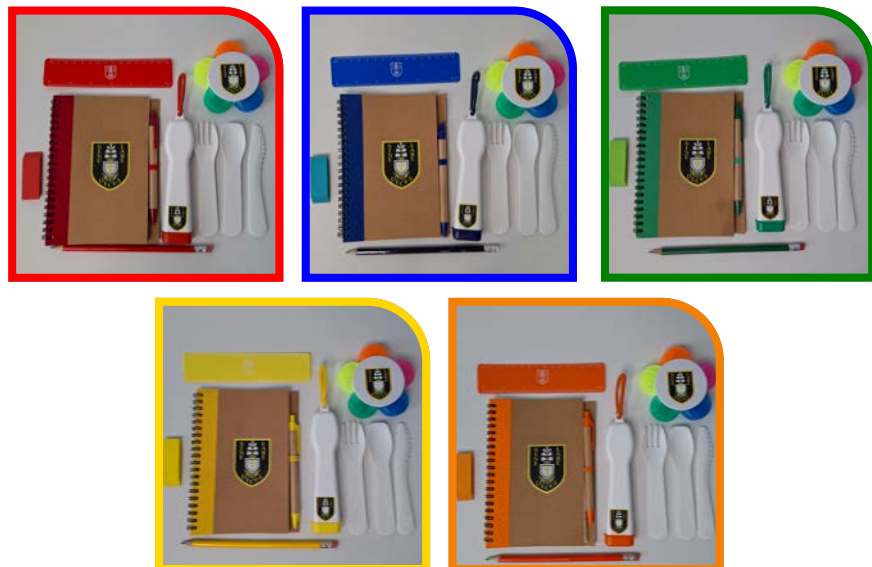
Devonport High School for Girls would like to welcome you to the School Fund and the exciting opportunities that this can provide for your child. We are so proud of Devonport High School for Girls and the progress we make during each academic year. We endeavour to create an enriching and enticing learning environment for the students and the School Fund is essential to this. School budgets, as you are aware, are tight and being increasingly squeezed and put under financial pressure. The School Fund is vital for income generation and enables us to support activities for our students that cannot otherwise be funded from public funds. It enables us to provide an inspirational education for the students beyond the fundamental curriculum with extra-curricular opportunities, including a variety of trips, sporting activities & competitions, cookery competitions, the Carol Concert, Celebration Days for Year 11 and 13, as well as our annual Speech Day.

We would like to take this opportunity to invite parents and carers to make a voluntary contribution to our School Fund. What will your donation be used for? We are sure that you would like to know where your contribution is going. Devonport High School for Girls is fortunate enough to be increasing in size, growing by 32 students each September over the next 4 years. We are ambitious in the plans that we have to upgrade our facilities in school – upgrading our Food Technology area, improve our Sports facilities and Science laboratories. We want to upgrade our dining facilities to provide more seating areas for students to enjoy all year round. The School Fund will continue to be used to help with whole school celebrations that will celebrate the success of your children. This all forms part of the enriched curriculum which brings our children's learning to life.

A gift to the school can make such a difference and if you are a UK tax payer and can donate under the Gift Aid scheme, the contributions increase considerably. A monthly contribution of £5 via Gift Aid means the School Fund receives £6.25 which over a year would amount to £150. Below are our Bank Account details and a Gift Aid declaration form for UK tax payers which we kindly ask you to return to the school.

We cannot emphasise strongly enough how important such contributions are to Devonport High School for Girls, allowing us to continue our journey to Outstanding.

As a thank you for your support, any student that sets up the standing order for the monthly donation to our School Fund will receive a special pack in their house colour – this includes various school branded stationery items and a re-usable cutlery set to support our continued drive to be eco-friendly.



# UNIVERSITY OF EXETER

The week before half term, I took 14 Year 12 students to the University of Exeter to visit the Mathematics Departments. It's the first time we've done this, with funding from London Mathematical Society towards transport costs.



Students heard a range of talks, from the Maths Admission Tutor about University preparation and application, a second-year maths student, formerly of Flete House,

DHSG, about mathematics degrees and student ambassadors about University life and contextual offers. Students also enjoyed a tour of the campus, including STEM facilities and the Sports Hub, and a maths lecturer on the 'Mathematics of Love', themed as today is Valentine's Day, and similar mathematically to the 'Birthday Problem', which students might be familiar with.

## POETRY LIVE

Year 11 had the opportunity to listen to their studied GCSE poets discuss and read their poems this week at Poetry Live. The highlight of the day was meeting Carol Ann Duffy and getting their English exercise books signed by her! We felt hugely inspired by the inference and contextual knowledge given to us and are looking forward to incorporating this into our poetry writing.



## YEAR 11 PRIDE AND PREJUDICE (\*SORT OF)

Year 11 watched *Pride and Prejudice (\*sort of)* at Plymouth Theatre Royal this term. They really enjoyed seeing a modern adaptation of their GCSE 19th century text and the full female cast. Our highlight of the trip was the comical characterisation of Mr Collins and Lady Catherine who really exemplified Austen's use of satire!



## YEAR 8 BLOOD BROTHERS

Year 8 visited Hall for Cornwall in Truro to watch a production of *Blood Brothers*. This was an amazing production that enabled the students to see how the play is brought to life on stage. We really enjoyed seeing the omniscient presence of the narrator and development of the characters as the play progressed.



# REMINDER - NEW PE KIT

As previously communicated, our former PE kit will be phased out by the end of July 2025. All students in all year groups will be expected to be wearing the new VX3 kit on their return to school in September 2025. We have partnered with VX3, a local sportswear brand based in Torbay. Their motto is Veni Vidi Vici which translates to I came, I saw, I conquered. They have ethical trade, environmental and sustainability policies and are providing us with a kit which is modern, practical and above all affordable. The new kit does not need to be purchased immediately. It is available to purchase when you need to buy new items, using the link below:  
<https://vx-3.com/collections/devonport-high-school-for-girls>

**To support parents/carers in the purchase of any new kit required, our partners VX3 are offering a 10% discount on all DHSG kit ordered during the 2 week Easter holiday.**

There is a mix of compulsory and optional items. The compulsory items of our PE kit are: Fortis Black/Amber Tee or Fortis Black/Amber Polo Fortis Black/Amber Hoodie or Fortis Black/Amber HZ Sweat Black Ludus Shorts.

Plain (no logo) black leggings/jogging bottoms and black Playing Socks White Sports Socks are also required but these do not need to be purchased from VX3.

All students must wear PE uniform for health and safety reasons. The schools PE Kit is supplied directly by the sportswear company VX3. Please find below a list of both compulsory and optional items:

## Compulsory items (from VX3)

Fortis Black/Amber Tee or Fortis Black/Amber Polo  
Fortis Black/Amber Hoodie or Fortis Black/Amber HZ Sweat  
Black Ludus Shorts or Black Motus Legging  
Black Playing Socks

## Optional items (from VX3)

Black Primus Baselayer  
Fortis Black/Amber FZ Rain Jacket  
Black Solum Tracksuit Pants or Black Braca Trackpants  
Black Baseball Cap  
Black/Amber/Antique White Bobble Hat  
Black Performance Boot Bag  
Black Performance Backpack  
Black Performance Kit Bag

## Other Compulsory Items

(can be purchased from any supplier)

- Shin pads.
- Trainers suitable for sports, not fashion-wear
- White Sports Socks



# SENIOR PHYSICS CHALLENGE

Seventeen of our year 12 physicists took on the Senior Physics Challenge, fully aware of its difficulty - but they rose to the occasion! Their resilience and determination in tackling such a tough competition were truly inspiring. We are incredibly proud of each and every one of them!

Mr Trafford



## GARDENING UPDATE

Spring has sprung in the school garden. The crocus, daffodils and cherry blossom are the first signs of the changing season and serve as a colourful reminder that it's time to start growing. So far this year we've sowed wildflower seeds, prepared our beds for the season ahead and planted some winter veg. On top of this we've earned our Level 4 & 5 of the RHS School Gardening Awards. The Gardening Club are very excited to see what we can grow this year!



# THE PARENT TEACHER AND FRIENDS ASSOCIATION

The Parent Teacher and Friends Association has been in existence for many years and works hard to support the students and staff. The PTFA is very active and successful at raising money for the school.

Fundraising activities include:

- Second-hand uniform 'shop'
- Quiz night
- Christmas Shopping Trip
- Christmas Disco
- Selling refreshments at Parents' Evenings and events
- 11+ Practice

Recently the PTFA have raised funds in order to pay for:

- E-Book subscription for the School Library
- Delivery fee for the specialist transportation of a Piano for the Music department
- Specialist equipment for the Food Technology room
- Recycling bins for the School site
- Amazon vouchers for Mathematics Champions
- Railway sleepers for the Gardening Club
- A specialist Visualiser camera for the Geography department
- LED Par Can Lighting for the Drama department


There is a small but active committee headed up by a Chair, Secretary, Events Organiser and Treasurer. Meetings are held half-termly at 7.00 pm in the Sixth Form Centre. These meetings are open to all parents/carers and new faces are very welcome.

Please do get involved: we are here to help fund opportunities for our children and without volunteers this would be difficult. Please be assured that there is no pressure for regular commitment as we are happy for any help offered. If you can help in other ways, by perhaps supplying raffle prizes or selling tickets, please let us know.

Help us to achieve our aims, by helping us to support our students, the Head Teacher and his staff.

Please contact the PTFA at DHS [ptfa@dhsg.co.uk](mailto:ptfa@dhsg.co.uk) – we need and value your help and support. Thank you,

The PTFA

 DHS IPTFA

A Registered Charity No. 1130637



# LESSONS FROM AUSCHWITZ

Throughout March, six students in Year 12 embarked on the 'Lessons from Auschwitz' programme run by the Holocaust Educational Trust. The programme consisted of a seminar in Exeter prior to a one-day visit to the Auschwitz-Birkenau site in Poland and reflection seminar.

At the pre-trip seminar, students were challenged to consider what their perceptions of the Holocaust were and how a visit to Auschwitz helps provide clarity on the topic whilst also discussing the challenges it may still pose, with death camps a single part of a widespread genocidal policy. Students also got the opportunity to listen to Janine Webber BEM, a Holocaust survivor, who had escaped Nazi capture but suffered great family losses like so many others.



The visit to Auschwitz-Birkenau provided an insight into the evolving nature of the camp and the various struggles prisoners were forced to deal with. Students were asked to pick examples of some inmates and follow their story in an attempt to focus on the people who were dehumanised in an active form of remembrance. The first tour conducted of Auschwitz I, exposed students to stark displays of possessions abandoned by prisoners, as well as a visit to a gas chamber and crematorium. The afternoon tour of Auschwitz II (Birkenau) allowed students to see the scale and conditions faced by prisoners even further, whilst ending with a poignant memorial service allowing time to reflect on what they had witnessed.

In the following seminar and 'Next Steps' project, students have had the opportunity to share what they took from the visit and consider what they can create with the wider school community to help spread their knowledge about the Holocaust. The whole experience has been very worthwhile and eye-opening, undoubtedly helping those involved to gain a deeper understanding on an incredibly important topic.

Mr Mickle



# DHSG CELEBRATES CHINESE NEW YEAR 2025

With Chinese New Year falling on the 29th of January 2025, Mrs Li and the MFL Department have held a range of celebrations for the Year of the Wood Snake.

We've been fortunate to host two teachers visiting from China, who brought colorful workshops for our students. Through making a seashell brooch to performing an elegant Taichi fan dance, our participating students were inspired by a taste of the rich culture of China.



Zuzanna in Year 7 is focusing on her unique brooch making



An elegant Taichi fan dance from Year 9 Chinese group

Zuzanna in Year 7 said the activities were fun, "I am very happy with my brooch which is beautiful, and I have gained some knowledge about the traditions of Chinese New Year."



On Chinese New Year's Eve, our Year 11 and Year 12 students held a Chinese New Year bake sale with a festival temple fair, selling a broad selection of Chinese desserts and pastries made by themselves and staff to raise money for the School Fund. This included 200 dumplings, 60 egg tarts, pastries, cookies, Tanghulu (skewer of glazed fruits), Jiandui (fried sesame rice ball) and many more Chinese snacks, plus some panda stationery. As you'd expect, this was a huge success, selling out within half an hour!

Students also had an opportunity to wear traditional costumes such as Hanfu and Chang sum on Friday to showcase the charm of ancient Chinese attire.



Ms Li, DHSG's Chinese teacher commented that "...such event has not only provided our students with valuable opportunities to contribute to the school and community, and to test their soft skills such as teamwork, leadership and creativity, but also for all students to be curious about a different culture, all of which are so important for their future. I am very proud of our students at DHSG."

Head teacher, Mr L Sargeant, the team and two visiting teachers



## COMPASSIONATE SCHOOLS

DHSG are proud to be working on our Compassionate Schools Project. Alongside St Luke's Hospice, Plymouth, this project aims to ensure that children, young people and the wider DHSG community who have loved ones who are terminally unwell, or are experiencing loss and bereavement, are supported by our school and their peers.

So far, we have provided training for both a team of peer mentors and a team of staff. These are our "compassionate friends and buddies", who are available for students to speak with if they are, or will be, experiencing a loss or bereavement.

Soon, we'll also be taking a careful look at our curriculum. We'll highlight where death and dying is covered in our classroom, to ensure that these are not taboo subjects.

These are just two steps we've taken so far to provide support for our students in school. In May, our students will be hearing more about our Compassionate Schools Project through an assembly outlining everything we've done so far and the next steps in our project.

Please get in touch if you'd like to know more about this project, or if you'd like to discuss support for a student. You can do this through the main school office, or by contacting your child's Tutor or Head of House.

## HISTORY UPDATE

Our History department have offered students a range of opportunities to enhance their historical knowledge and collaborate with other curriculum sectors this term.

Our Year 11 historians visited The Barnfield Theatre in Exeter to watch **The Doctor's Show**. Performed by the School History Scene, the show depicts the development of medical and surgical advancements over a whopping 850 years! This works in perfect synchronicity with our students' Medicine Through Time GCSE History unit. Throughout the performance, there were intervals to allow students to explore examples of examination questions, review prepared answers and practise their live marking skills. An interactive and inspiring method of revision!

Year 8 were also treated to a combination of History and Computer Science this term through the Castle Design Competition. Winners have now been selected based on a combination of historical accuracy, creativity, technical design and originality. Each House had a winning student - congratulations to:

- Alyssa (E)
- Maggie (F)
- Ava (S) - third place
- Isabella (K) - second place

And finally congratulations to Hartland's House winner and overall first place, Sophie!  
Year 7 winners will be announced shortly!

## THE GREAT DEBATE

We were delighted that three of our Year 10 and Year 11 students advanced to the local heat of The Great Debate. Competing against entrants from Torquay Girls Grammar School and Torquay Boys Grammar schools, students took part in the public speaking competition. "How can our local history tell a global story" was this year's question to research and prepare. We're delighted to say that our students did exceptionally well - particular congratulations to Lila who received the runner up award!



# RELIGIOUS STUDY TRIP

This term, students from RS (Religious Studies) had the incredible opportunity to engage with the Standing Advisory Council for Religious Education (SACRE), where they shared their insightful perspectives and advocated for the importance of Religious Education in today's rapidly evolving society. The students passionately emphasized how Religious Education is not only crucial in fostering understanding of diverse beliefs and values but also plays a pivotal role in shaping the moral compass of young people in 21st Century Britain.

Their impassioned testimonies resonated deeply with the SACRE members, who commended the students for their eloquence and maturity in advocating for the continued inclusion of Religious Education in the curriculum.

Mrs Rhead



# FREE PERIOD PRODUCTS AVAILABLE @ DHSG

Reusable products  
available upon request  
Menstrual Cups  
Re-useable Pads  
Period Pants



## ACCESS TO PERIOD PRODUCTS

Our students have access to free disposable and reusable period products whilst at DHSG.

If any student would like any products to take home for the Christmas Holiday, please contact Miss Uttley or pop into the Heads of House office or the Nurture Base. You can take any period products you need for the 2 weeks at home.

If you have any feedback about that period products available in school or would like to help support/improve the initiative next year, please let Miss Crowther know.

## PERIOD PRODUCT SCHEME

With thanks to the Period Product Scheme for Schools, DHSG is pleased that we can offer a wide range of sanitary products to all students which can be used in school or at home.

We have disposable period products available in toilets across the school, but ahead of the summer holidays we want to remind all parents and carers that students are welcome to stock up and take whatever products they will need at home for the break.

We also have a range of sustainable products available for students and their families including menstrual cups, reusable pads and period pants in a variety of sizes.

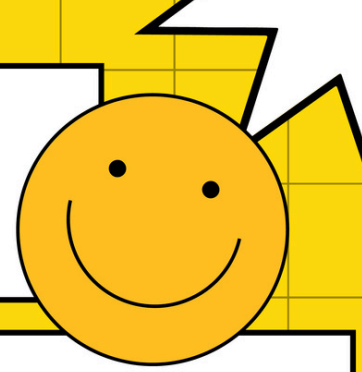
Students can access whatever they need for the holidays a couple of different ways;

- Drop by the Heads of House office
- Email Miss Crowther or Miss Uttley
- Order products using this form: <https://forms.office.com/e/CiVNRcz6jJ>

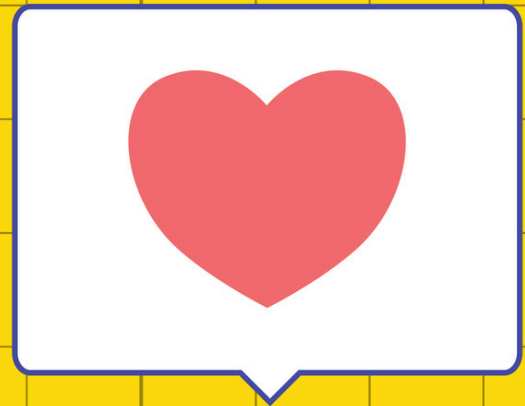
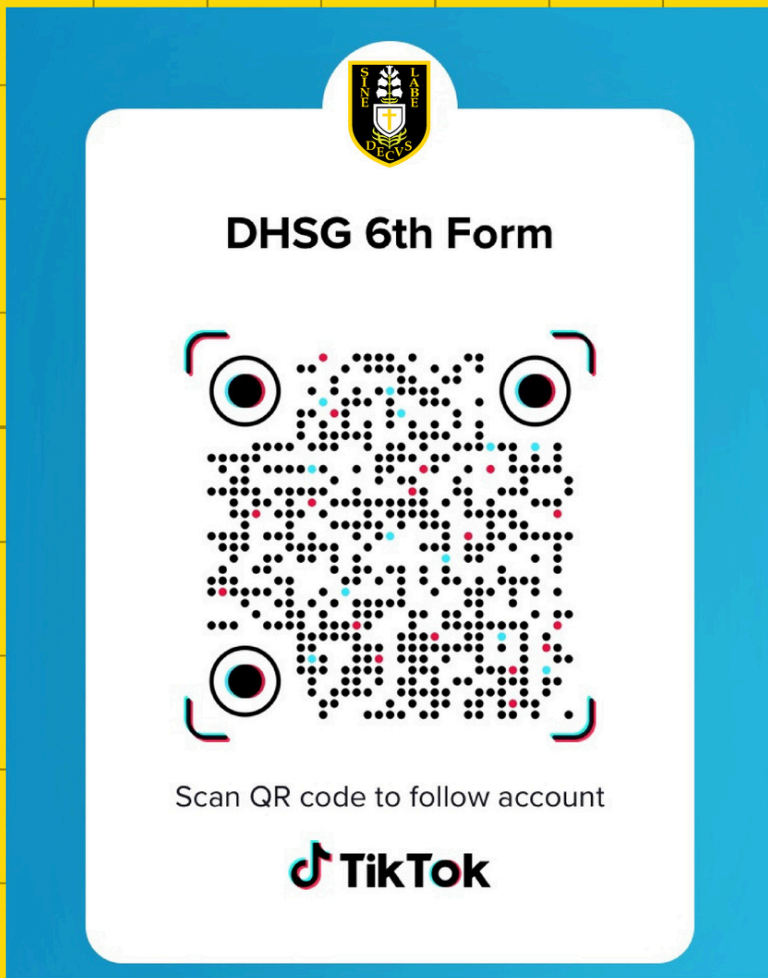
Please don't hesitate to use this service – we want to ensure none of our students experience concerns or anxieties around their periods.



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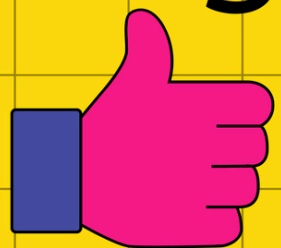
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