




Eden Boys

Principal's Newsletter
April 2020





Dear Parents/ Carers, Assalamu Alaikum and Peace be Upon You

I pray that you and your families are safe and well during this exceptionally difficult time. It is truly heartbreaking that there are no pupils in school, but we fully understand that this is a measure that had to be taken to help slow the spread of the coronavirus. During these unprecedented times our gratitude, thoughts and prayers are with all the incredible doctors, nurses, NHS support staff and carers who are working flat out to fight coronavirus. The Government's advice is clear: stay at home- no unnecessary journeys or social contact; only leave home for essential shopping, medical needs and exercise once a day; you can travel to and from work if absolutely necessary; public gatherings of more than two people are banned- excluding people you live with and don't visit other people's houses or socialise outside your home. May the Almighty protect us all. Ameen.

This term started with a very productive INSET day, where teachers presented their subject curriculum plans to each other. They spoke with passion, expertise and a true desire for success for each and every learner in their care. Over the past week, they have had to completely re-think the best method to deliver their curriculum to enable successful home learning. We have provided our learners with work packs, supplemented by online learning. The whole staff came together to produce these work packs under time, resource and technological constraints; but nothing was going to stop them. Their enthusiasm, flexibility, resilience and genuine care blows me away every day and I feel privileged to lead such a dedicated team of staff.

For many families, this has been an incredibly challenging week as you juggle and balance many conflicting priorities. I thank you for your phenomenal support

during these challenging times. Thank you for your feedback on the home learning provision. We value your feedback and will continue to monitor, review and adapt these arrangements. Although technology can be a great tool for learning, please can I remind you to be vigilant and monitor your child's internet use.

Most importantly, we think about our young men every single day. The determination of our boys to achieve to the best of their ability as they prepared their GCSEs was extremely encouraging. They were disappointed by the announcement of the cancellation of the summer 2020 exams but dealt with the news with great maturity and understanding that this was the right decision by the government in order to save lives. By the end of the week, the Government will provide detail as to how grades will be awarded, and we will update you when these arrangements are announced. Our young men have also been busy considering future career prospects and have participated in numerous careers assemblies and events; including workshops on apprenticeships, mock interviews and careers speed networking. A sincere thank you to all the employers, including many parents, who dedicated their time to support our pupils.

During these difficult times, it is also a pleasure to share positive news to uplift everyone's spirits. Moualna Safvan and wife welcomed baby Safoora; Moulana Ilyas and his wife welcomed baby Aisha and Mr Harwood and his wife welcomed baby Harry Joshua to the world! We wish them all well and may the Almighty bless them and make their bundles of joy the coolness of their eyes. Ameen.

We launched project 'Inspire' at the beginning of March, which involves all members of the school community contributing a poem or illustration based on selected sunnahs. The entries received so far have been truly encouraging. We are still hoping to finalise the book by the end of the year and make it available to purchase at the start of the new academic year.

The next couple of weeks and months will continue to try and test us all and I wanted to share some thoughts...

The Story Of King Solomon's Ring

This is a popular folktale as told by David Franko from Turkey. It contains a very important lesson that relates to the Buddhist concept of "impermanence."

"One day Solomon decided to humble Benaiah Ben Yehoyada, his most trusted minister. He said to him, "Benaiah, there is a certain ring that I want you to bring to me. I wish to wear it for Sukkot which gives you six months to find it."

"If it exists anywhere on earth, your majesty," replied Benaiah,

"I will find it and bring it to you, but what makes the ring so special?" "It has magic powers," answered the king. "If a happy man looks at it, he becomes sad, and if a sad man looks at it, he becomes happy." Solomon knew that no such ring existed in the world, but he wished to give his minister a little taste of humility.

Spring passed and then summer, and still Benaiah had no idea where he could find the ring. On the night before Sukkot, he decided to take a walk in one of the poorest quarters of Jerusalem. He passed by a merchant who had begun to set out the day's wares on a shabby carpet. "Have you by any chance heard of a magic ring that makes the happy wearer forget his joy and the broken-hearted wearer forget his sorrows?" asked Benaiah.

He watched the grandfather take a plain gold ring from his carpet and engrave something on it. When Benaiah read the words on the ring, his face broke out in a wide smile. That night the entire city welcomed in the holiday of Sukkot with great festivity.

"Well, my friend," said Solomon, "have you found what I sent you after?" All the ministers laughed and Solomon himself smiled. To everyone's surprise, Benaiah held up a small gold ring and declared, "Here it is, your majesty!" As soon as Solomon read the inscription, the smile vanished from his face.

The jeweler had written three Hebrew letters on the gold band: gimel, zayin, yud, which began the words "Gam zeh ya'avor" — "This too shall pass." At that moment Solomon realized that all his wisdom and fabulous wealth and tremendous power were but fleeting things, for one day he would be nothing but dust."

The lesson of impermanence, if applied correctly, can limit the suffering of life; because one can just be in a moment – not clinging to good or running from bad – but experiencing both as they are, with nothing else but acceptance and equanimity.

We're Going on a Bear Hunt by Michael Rosen

In this children's story, a family go on a bear hunt. 'What a beautiful day!' they declare. 'We're not scared.' On their journey to find the bear, they are faced with a number of dilemmas. Thick, oozy mud, a big dark forest, a deep cold river. Each time they encounter a problem, they realise there is no way around it. The only way to go forward is to go through.

We can't go over it.

We can't go under it.

Uh oh!

We've got to go through it!

Like the children in the story, we look for ways around. Our survival self wants us to go over or under, but never through. Yet the only way to go, as the children discover, is through. That is the only way to go forward.

Our faith is our guiding light. The life of our beloved Prophet Muhammed PBUH was filled with challenges, which he embraced and came out of much stronger. Reading about the Seerah helps to navigate us through difficult times.

"Verily, with every hardship comes ease!"

I request your precious duaas and prayers for all. May the Almighty keep you all safe and well. Ameen.

Mrs Nafisa Patel

Principal

Pupils have engaged very positively with home learning. The work packs contain content for each subject linked to the curriculum supplemented with online packages as well as online lessons on MS Teams for year ten. Teachers and pupils have thoroughly enjoyed the online learning experience. We are looking at extending online lessons to years 7-9 to commence after the Easter break.

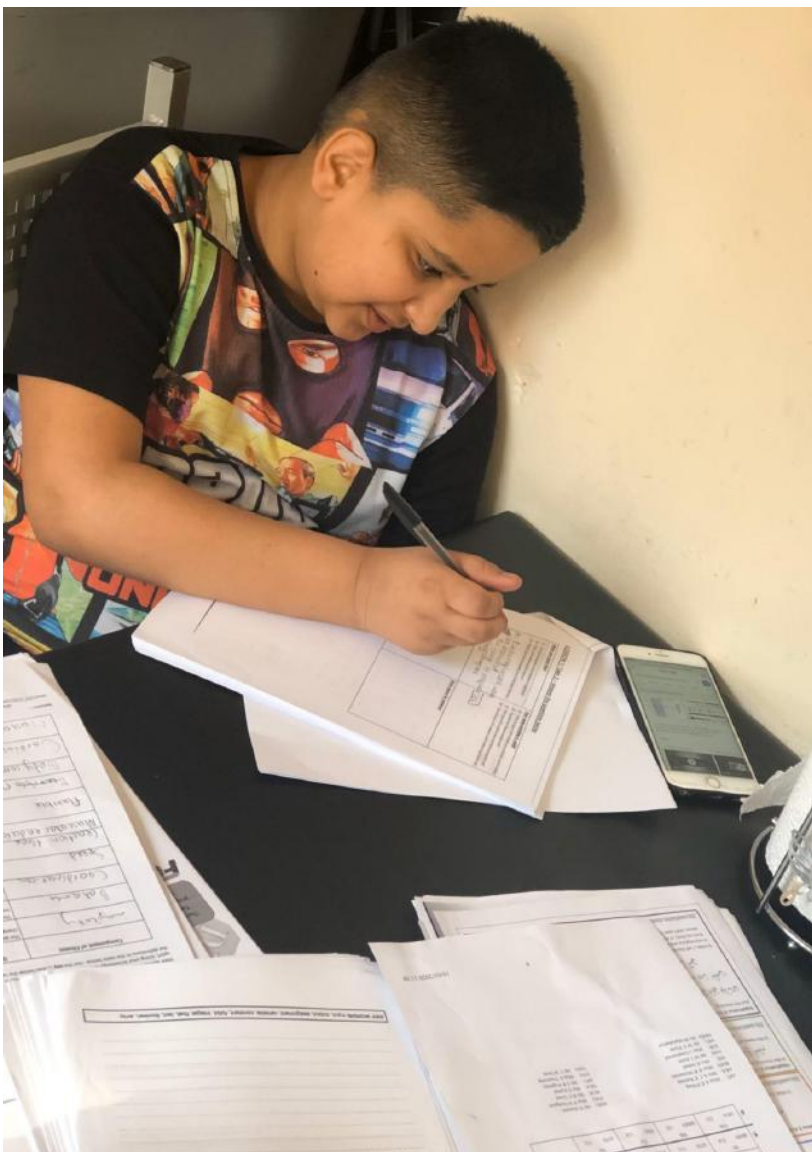
Updates and words of advice are shared on teams by our Principal, Mrs. Patel and our Pastoral team. We enjoy receiving your feedback and love seeing what you are getting up to. Please continue to share examples of home learning/pupils working or their acts of kindness in the home by sending to info@ebpreston.staracademies.org.

So what kind of topics are the boys covering this term?

In English Year 7 have been reading *Oliver Twist* in English and so are looking at characters and themes in the text and then will move on to study Shakespeare's *Romeo and Juliet* after Easter.

In PE Year 7/8 are following the Joe Wicks sessions and undertaking lots of weekly fitness challenges too. They are also learning about the body systems, nutrition and physical training. Yr 9 are focusing on the musculoskeletal and cardiorespiratory systems whilst Yr 10 are looking at injury in Sports and performance enhancing drugs and the long-term effects of exercise.

In their German and French lessons, the boys are doing lots of active learning online where they can practice their reading, grammar and vocabulary.



History lessons are all centred around The Tudors and the English Civil War for Year 7 whilst older pupils are looking at WW2 and The American West. In Geography Year 7 are focusing on Africa and Development whilst Years 8 & 9 are researching Rivers and Coasts.

In Art, Year 7 are completing 1 point perspective cityscapes and creating optical illusions by completing isometric technical drawing. Year 8 are completing realistic tonal pencil studies of facial features working up to completing a full portrait. Example of work from our Year 7 boys is displayed on the following 2 pages.

In Computing and Creative iMedia our Year 10 students are working through revision packs to keep their knowledge intact for their exams next year. Our younger students are engaging in a number of activities covering both theory and practical work, with students creating a range of activities from making a DVD cover though to using PowerPoint to make an interactive multimedia project.

These are just a few examples of the kinds of topics your son will be working on in the coming weeks. Lots to keep them busy as you can see! Any questions on any of the work your son is set can be answered via SMHW or Microsoft Teams.



This term we rewarded those boys who had gained **100% attendance, zero lates and zero behaviour points** with a trip to 'Level' in Preston town centre for a game of Laser tag and Mini golf. The boys were extremely excited for the trip and as soon as we arrived put themselves into two teams ready for the laser tag game. At the beginning of the session a trained team leader briefed the group on the game and rules of the course. Each team member was given a Helio CE system vest and a laser gun that kept their individual score as they played. They had 20 mins in the arena to undertake their chosen mission and navigate the obstacles and enemy fire. The boys loved it and it was an extremely exciting game!

After that they enjoyed a session of Mini golf. The boys made their way around a 12 hole course with themes of science fiction and weird and wonderful putting problems throughout. Everyone had real fun and it was a trip all the boys thoroughly deserved for all their hard work this term.

Well done!



In February, Year 11 students were invited to a GCSE Masterclass led by teachers from the English Department. The session was delivered through the form of lectures on a variety of topics from the GCSE English Literature course; we covered literary theory on Marxism, Aristotle and the complex character of Gerald in 'An Inspector Calls'. Year 11 students enjoyed exploring literary criticism often covered at A Level and university – we contemplated how Marx believed that human societies develop through class struggle and how this literary theory can be used to interpret key themes and character in some of the Power and Conflict poems, 'A Christmas Carol' and 'An Inspector Calls'. We also explored Aristotle's tragic hero concept which can be applied to the character Macbeth, a valiant fighter who protects his country of Scotland well, but is blinded by his burning ambition to be king. The boys were thoroughly impressive with the way they linked literary theory to the texts being studied.



Sigmund Freud

Sigmund Freud was introduced in the Year 11 Masterclass for English Literature. Freud suggested a clinical method for treating psychopathology through dialogue between a patient and a psychoanalyst. Psychoanalysis places emphasis on unconscious conflict and childhood traumas and their impact on the development of later personality traits and psychological problems. Freud psychoanalysed humans: how they act and behave in a certain way due to the way they have been conditioned. All humans behave differently because their brains are wired differently. However, every individual has the same components of the brain.

Studying Freudian theories provides another lens to study literature through; given that Literature is essentially a way of studying human behaviour. In Year 11 students study Macbeth, A Christmas Carol and An Inspector Calls, Freudian theories can be applied to all three texts, giving a fascinating new insight into alternative interpretations.

Here are some facts about Sigmund Freud himself:

Lived: 6 May 1856 – 23 September 1939

Was an Austrian neurologist and the founder of psychoanalysis.

He qualified as a doctor of medicine in 1881.

Freud lived and worked in Vienna until 1886.

In 1938, Freud left Austria to escape the Nazis. He died in exile in the United Kingdom in 1939.

He was cremated and his ashes remain at Golders Green Crematorium.

Freud had two main theories from which the majority of his work stemmed from:

Freud's 'Dreams Theory': the idea that dreams (both whilst asleep and day dreams, essentially anytime when your mind wanders) reflect inner desires

Freud's 'Personality Theory': the idea that we have three aspects to our personalities; the Id, Ego and Super-ego.

The id: this is with us from birth. This part wishes to satisfy every urge it has immediately, regardless of the consequences e.g. when babies cry to be fed

The ego: the decision-making part of our psyche and works by reason and strategy

The super-ego: reflects the values and morals of society which are learned from our parents and others. It is our conscience and means that we experience guilt.

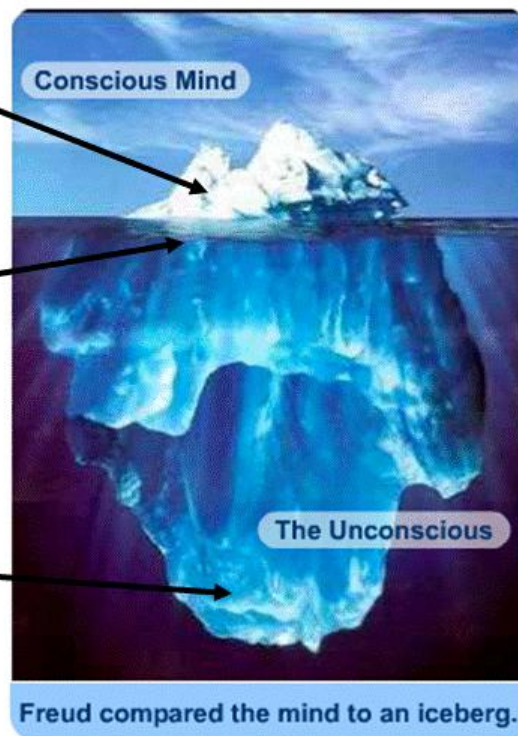
The Unconscious Mind

The conscious. The small amount of mental activity we know about.

The subconscious. Things we could be aware of if we wanted or tried.

The unconscious. Things we are unaware of and can not become aware of.

The **id** is part of the unconscious mind and comprises the two instincts: Eros and Thanatos.



Thoughts
Perceptions

Memories
Stored knowledge

Instincts – Sexual and
Aggressive

Fears
Unacceptable sexual desires
Violent motives
Irrational wishes
Immoral urges
Selfish needs
Shameful experiences
Traumatic experiences

"Words are, in my not so humble opinion, our most inexhaustible source of magic, capable of both inflicting injury and remedying it."
Albus Dumbledore

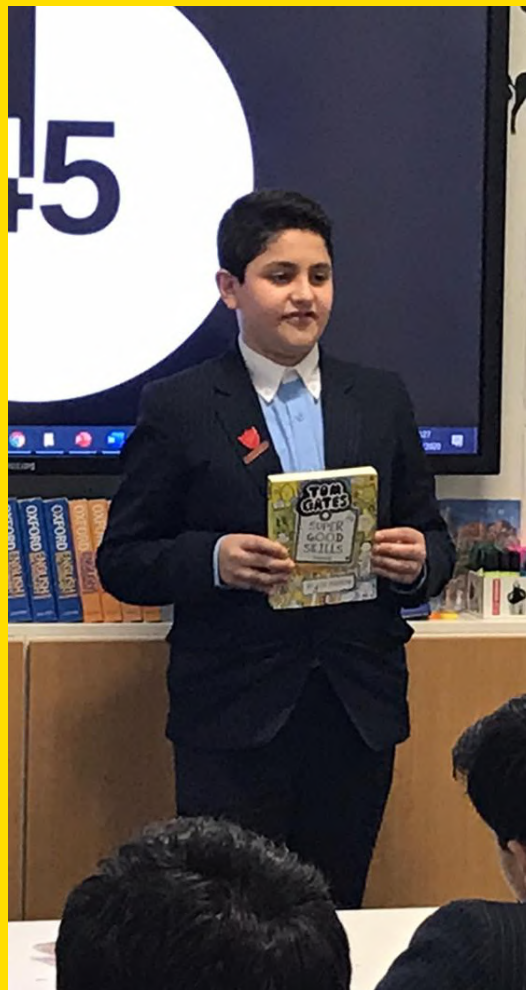
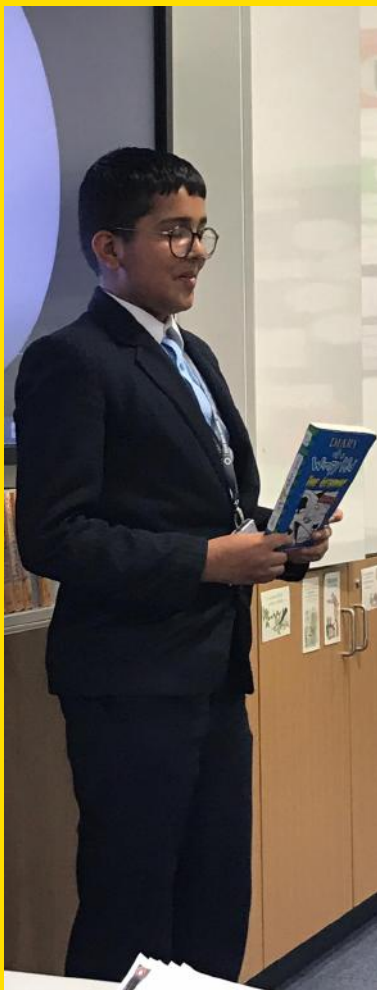
In a world where competition prevails in every walk of life, it is important to develop your self-confidence. That is exactly what reading will help you to achieve. Well written books, books we enjoy and stories which capture our imagination will expand horizons and ultimately open many doors to a brighter future. Not only does reading develop your vocabulary, comprehension and analytical skills; reading regularly can improve your memory. Every new memory you create, you create new pathways, and in turn strengthens existing ones.

WORLD BOOK DAY

5 MARCH 2020

World Book Day 2020 was the perfect opportunity to celebrate our love of reading here at Eden Boys' and recognise the importance of sharing some of the stories we read. On the 5th of March, Year 7 were asked to #ShareAMillionStories during their English lesson. They each had one minute to talk to their peers about a book they have read or are currently reading. Our students presented themselves well, with confidence and maturity, describing their books with passion and at times, excitement. As a result, several students had a plethora of new titles to add to their reading list.

The overall winner, Saad Rahim (pictured below centre) was presented with *The Midnight Gang* by David Walliams.





This term 7M delivered their assembly on the Holocaust Memorial Day. The Holocaust Memorial Day was Monday 27th January. This day is a crucial day in history to remember the many lives of Jewish people that were taken away during the Holocaust of World War 2. 7M took on the challenge of researching and creating an informative and emotive assembly. The assembly included facts about the Holocaust, messages from Holocaust survivors, links to current events and a poem read by actress Olivia Colman outlining the feelings of people during the Holocaust.

7M conducted their own research at home, bringing in many facts about the Holocaust and Holocaust Memorial Day. During form time they each read aloud their research and picked the most relevant facts to create a script for their assembly, they put this together with a PowerPoint adapted from the Holocaust Memorial Day's website to create an assembly. The year seven boys who watched the assembly were very impressed with the level of research and detail from 7M and many asked the boys additional questions about the Holocaust.

LANGUAGES

All pupils in Year 7 took part in the Modern Foreign languages Spelling Bee in classes in January. Students had to memorise 50 words per language, French and German, and were tested in their classes. We are delighted to announce the following winners:

French: Yahyah Nomani, Talhah Nomani, Rayhan Patel, Aryan Salim, Ayaan Jabbar, Muhammad Hassan Ahmed, Faraz Ali, Abdulrahman Toorawa,

German: Faraz Ali, Muhammad Hassan Ahmed, Rayhan Desai, Muhammad Randeri, Ayaan Jabbar

The competition will continue.

At the beginning of this term the language department started the 'Arabic club'. This was an exciting opportunity for the current Year 7 and 8 students to start their journey to learn a new language. Starting from the very basics and learning the alphabet they have now progressed onto making simple sentences which can be used on a daily basis. We hope that they continue to progress and pray for their success in every aspect of life.

Year 7 ART

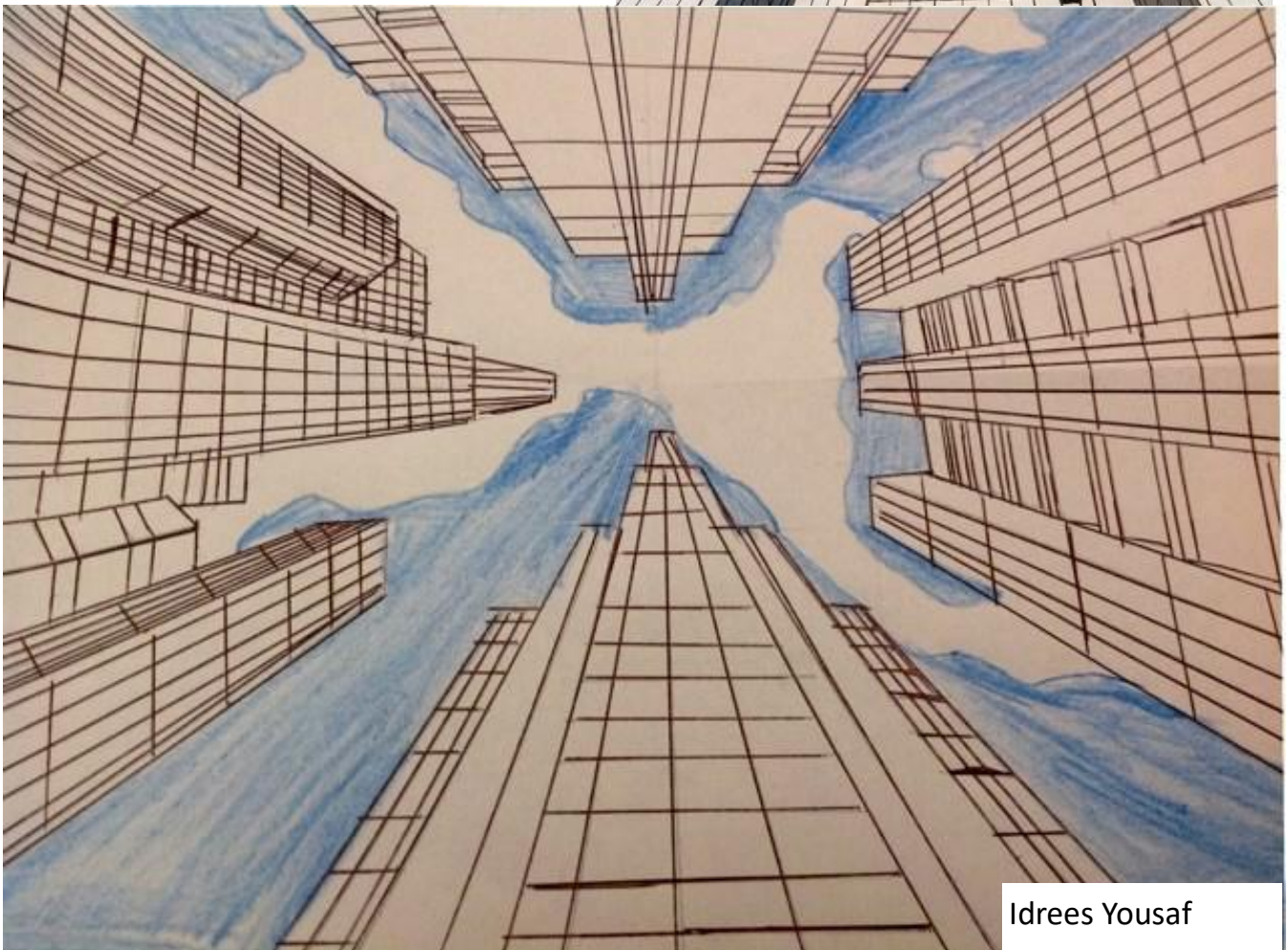
In Year 7 pupils have been challenged to complete a 1 point perspective drawing of a city like the one to the right.

Look what our students completed, I would say they are better than the original.

One point perspective drawing is defined as:

...a mathematical drawing system for representing three-dimensional objects and space on a two-dimensional surface by means of intersecting lines that are drawn vertically and horizontally and that radiate from one point on a horizon line...

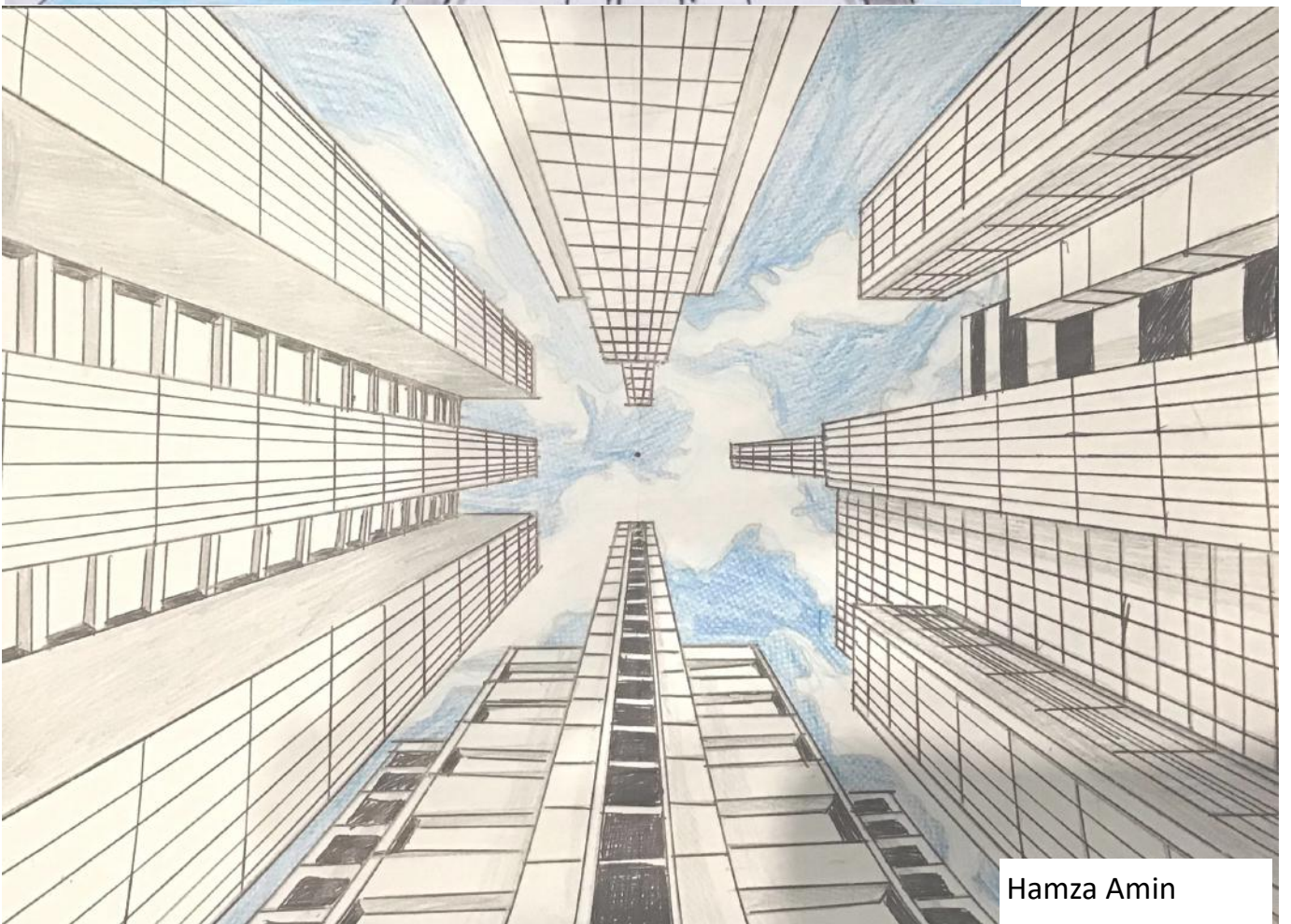
Although this definition sounds complicated, the concept is relatively simple. One point perspective is a drawing method that shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line. It is a way of drawing objects upon a flat piece of paper (or other drawing surface) so that they look three-dimensional and realistic. And how realistic do these look!



Idrees Yousaf



Saad Rahim



Hamza Amin

Spring was a very exciting term for our pupils in science. Pupils have had the opportunity to take part in many enrichment activities, including engineering challenges and our highly competitive, fun-packed, tutor group led, rocket building challenge.

During British science week we invited pupils from all year groups to put their engineering skills to the test in building structures. The first task was to build the tallest tower with spaghetti and marshmallows. This proved to be a difficult task for our young scientists, but through trial and error as well as resilience our boys, they managed to put forward some great designs with some well thought out structures.

For the second task, students used their STEM skills to help them design and build a model of a flood-proof house, testing for strength and absorbency. Once built, the structures were set on a fictitious island testing their ability to withstand the devastating effects of flooding. This activity allowed students to understand the causes and consequences of flooding and how their hard work

can immediately be 'washed away' within a short space of time. The engineering challenges were thoroughly enjoyed by all who took part.

Pupils from each form recently took part in a 'Rocket Challenge', which was a huge success.

The boys were asked to use their creativity and imagination to design rockets out of recycled material such as old cardboard and water bottles which were then pitted against each other in a dramatic and exciting lunchtime competition!

Demonstrating the Laws of Physics, the rockets were launched into the air. The rockets filled with water and pumped with air flew high into the sky with great power & speed! Fun was had by all pupils during the event and the afternoon was definitely one to remember! Winners are to be announced over the coming week. Well done to everyone who took part and made it a memorable event.



A highlight of British Science week at Eden boys High School was the staff dressing up as famous Scientists. The Scientist we chose were the following: Einstein, Curie, Brunel and the famous Muslim Scientist Ibn Sina who is also known as the "father of medicine". Students absolutely loved seeing their teachers dressing up and embracing their love for Science. We also set challenges for students to guess who we were? Students were given tips and clues on which scientists teachers were dressed up as.

Albert Einstein was a German mathematician and physicist who developed the special and general theories of relativity. In 1921, he won the Nobel Prize for physics for his explanation of the photoelectric effect.

Also popularly known as 'Avicenna', Ibn Sina was indeed a true polymath with his contributions ranging from medicine, psychology and pharmacology to geology, physics, astronomy, chemistry and philosophy. ... His most important contribution to medical science was his famous book *Al Qanun Fi Al-Tibb* (The Canon of Medicine).

Marie Curie was a physicist, chemist and a pioneer in the study of radiation. She and her husband, Pierre, discovered the elements polonium and radium. They and Henri Becquerel were awarded the Nobel Prize in Physics in 1903, and Marie received the Nobel Prize in Chemistry in 1911.

Brunel was the chief engineer of the Great Western railway, and he designed the railway line between London and Bristol. He also designed the Temple Meads station in Bristol, and Paddington station in London. Brunel also designed fast ships – the SS Great Western, the SS Great Britain and the SS Great Eastern.



Year 7 Scratch Projects

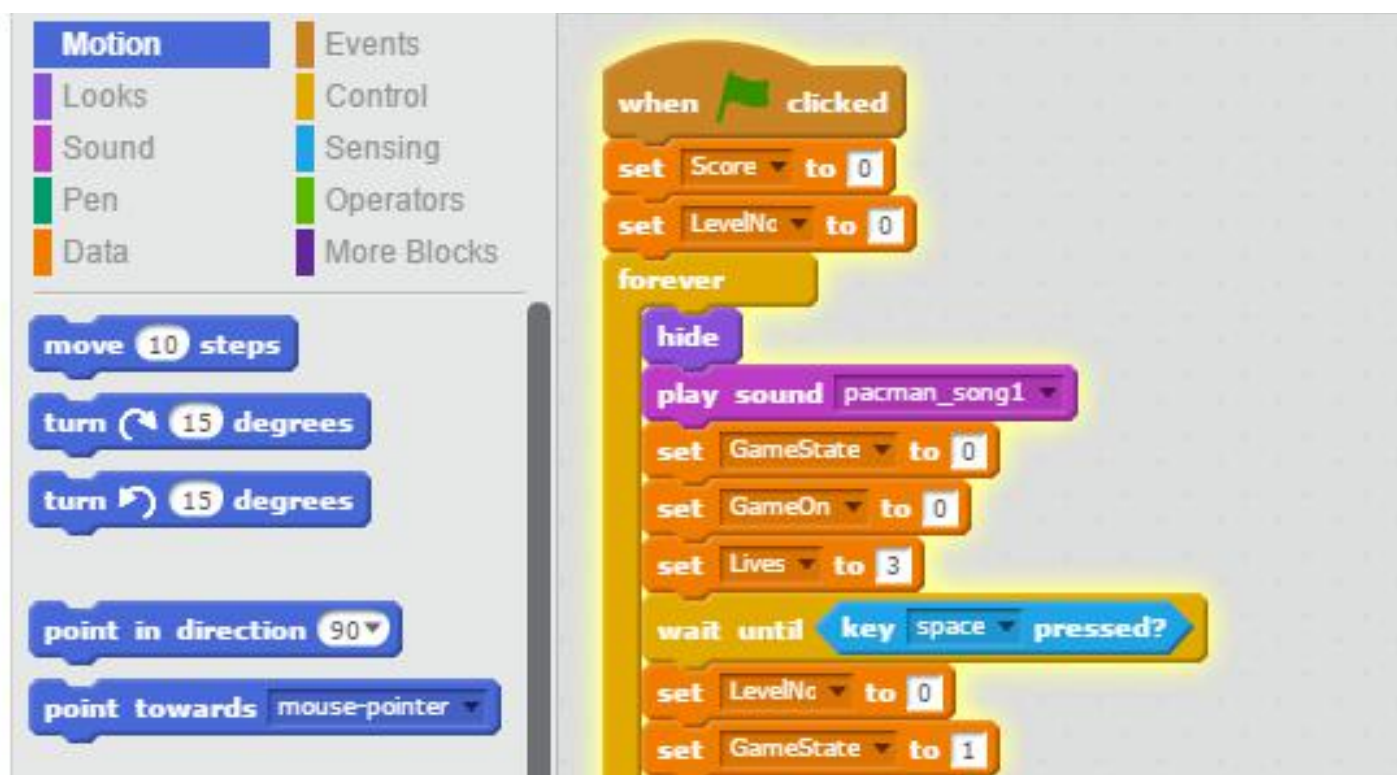
The year 7 students have all been involved in analysing an existing game. They have played the game and described its good features and what was poor and unenjoyable.

With the analysis complete, they now must explain, design and make their own game. There have been many proposals regarding the type of games which the pupils are planning on, from games regarding questions and answers to shoot em up games.

The design of the games also involves pupil's creativity as they will design their own characters and create these using the Scratch creator tool. This is an opportunity for the pupils to show off their artistic skills and how good they are at using a computer to create.

After the analysis and the design stage, pupils will make their game including setting of variables such as lives their characters will have, any timing in which any tasks will be completed, multiple levels as well as platform games.

As well as creating their game, pupils are also responsible for managing their projects, this is managing their time and resources making sure that all tasks are completed within the allocated time.



As promised in the last newsletter, please see our pictures around and below of our year 8 students in Berlin.

Simply put, we had a magnificent time and made many memories that will be impossible to forget.

The boys enjoyed trips to the Reichstag (the German houses of parliament), the Holocaust Memorial, the Planetarium, the Sehlik Mosque, the Ritter Sport chocolate shop and we used every type of public transport in Berlin. The underground was the favourite – see our selfie below!



Muhammad and Aadam wrote about one of their favourite experiences – the Planetarium:

On Friday 24th January, 12 students from year 8 walked in the direction of a huge, round dome which we would soon be inside. As we trudged inside, Mrs Ramsay and Mr Matadar prepared everything for us while we all fell on the weird but cool sofa. We soon made our way up the spiralling stairs until at last we entered the fabulous dome. We took our seats and we set off into a new world in space. First, we viewed the earth and moon and the different star signs but slowly we drifted out and started exploring the solar systems and galaxies. It ended how it started, a glorious view of the Berlin night sky with the best star projector in the world. What a journey; we didn't even leave our seats!

Sahil and Ismaeel wrote about another standout experience from the trip – the Sehlik Mosque:

As soon as we saw the mosque, we instantly knew we were in a lively and friendly environment. The mosque was a stunning sight as it was dominated by a pearl white dome. Everybody was respectful and it made us feel as we were part of a big community. We noticed that the people were mostly Turkish which meant that Jumma Khutba was in Turkish! We prayed and afterwards were able to go into the shop and buy gifts for our family members.



Muhammad Sirajh wrote about the Ritter Sport shop and recycling:

We travelled to the Ritter Sport shop in the centre of Berlin. Ritter Sport is a famous German chocolate brand and we were excited to visit the flagship store. Downstairs was the important part, as it was where you could buy all different types of chocolate. Upstairs had a café and interactive screens which detailed how the chocolate was made. The next day, we took all of our empty bottles to a Pfand machine, which is a machine that takes your empty bottles and gives you money back in a voucher form that you can spend in the shop! We bought a few bags of Haribos – another famous German brand.



Rayyan described the hostel.

In the hostel there was a German buffet breakfast in the morning. This was a typical German breakfast which had bread rolls, sliced cheese, sliced meats (which were halal!) and coffee. We could also have toast with Nutella and various juices. Our rooms were nice and modern. We had our own toilet and shower and comfy bunkbeds. It was not too far from the underground stations and the bus stopped right outside.

Mrs Ramsay's final notes.

Mr Matadar and I were immensely proud of the boys and their conduct. We received many compliments from staff members at the Reichstag, the Holocaust memorial and they made quite the impression on the Easyjet staff who said they were the best school group they had had on a plane!

Well done boys – what an experience!

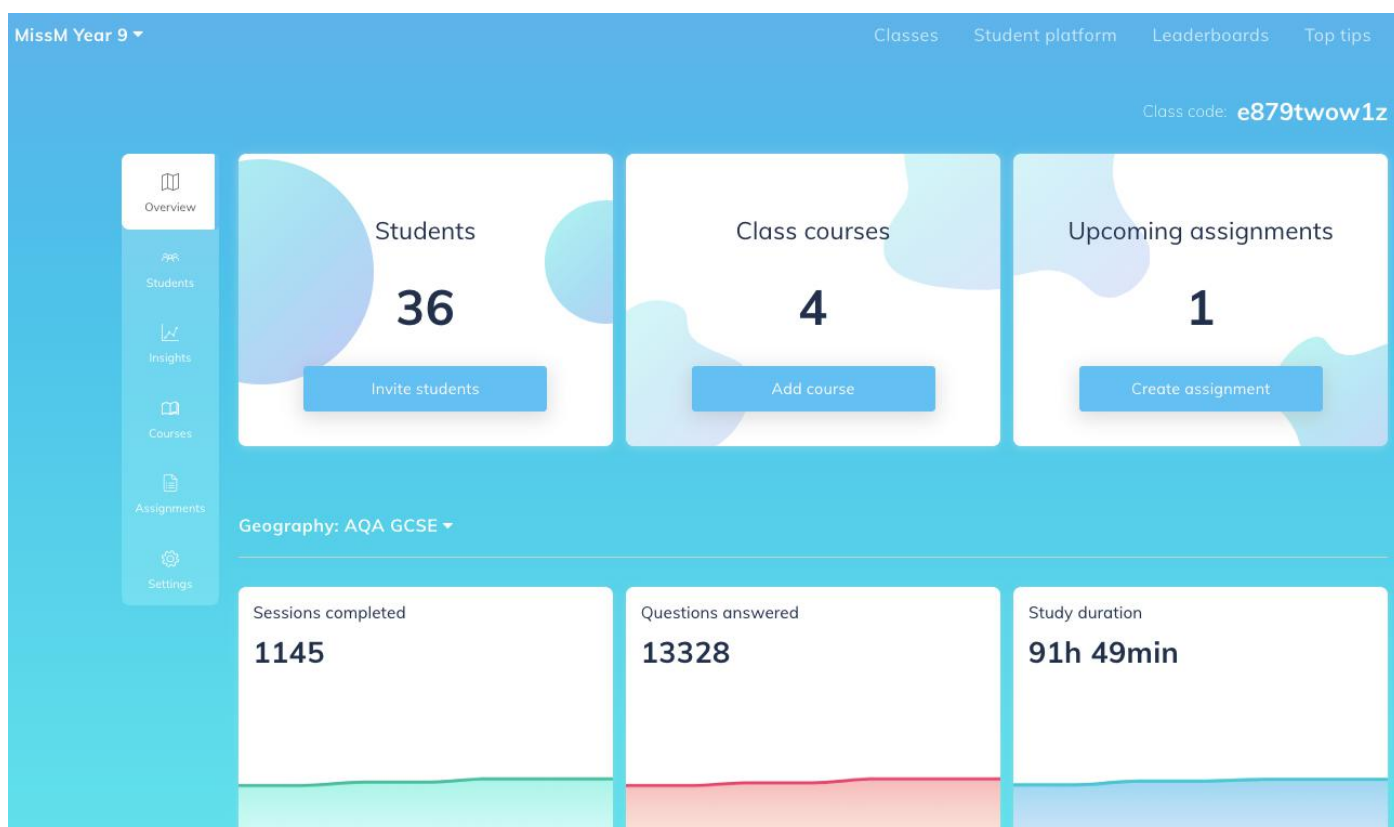


This Spring term has provided many opportunities for our students from Year 7 to 11 to demonstrate their enthusiasm for Geography at Eden Boys Preston. Our Year 11 students are busy preparing for their GCSE exams with revision well under way. Over the half term break a number of our students attended a half day revision top-up session. This dedication to their studies in their holiday time will hopefully give their grades a boost come exam season.

Our Year 7 students have been busy learning about the urban environment this term. They have studied urban growth and decline in Liverpool, sustainable urban development in Masdar, cities of the future in Seoul and more recently urban improvement in Mumbai. The interest displayed by our students when discovering more about the world around us is always so wonderful to see.



For all of our students, a great way to supplement learning outside of the classroom is by completing homework assignments set by class teachers on Seneca (senecalearning.com). Our students have already completed hundreds of hours of tasks on this website which uses cognitive neuroscience to make learning more efficient and enjoyable, in order to maximise academic success. This is a wonderful way to get students engaged in their learning outside of the classroom and we hope parents and guardians can help by supporting the use of this site at home.



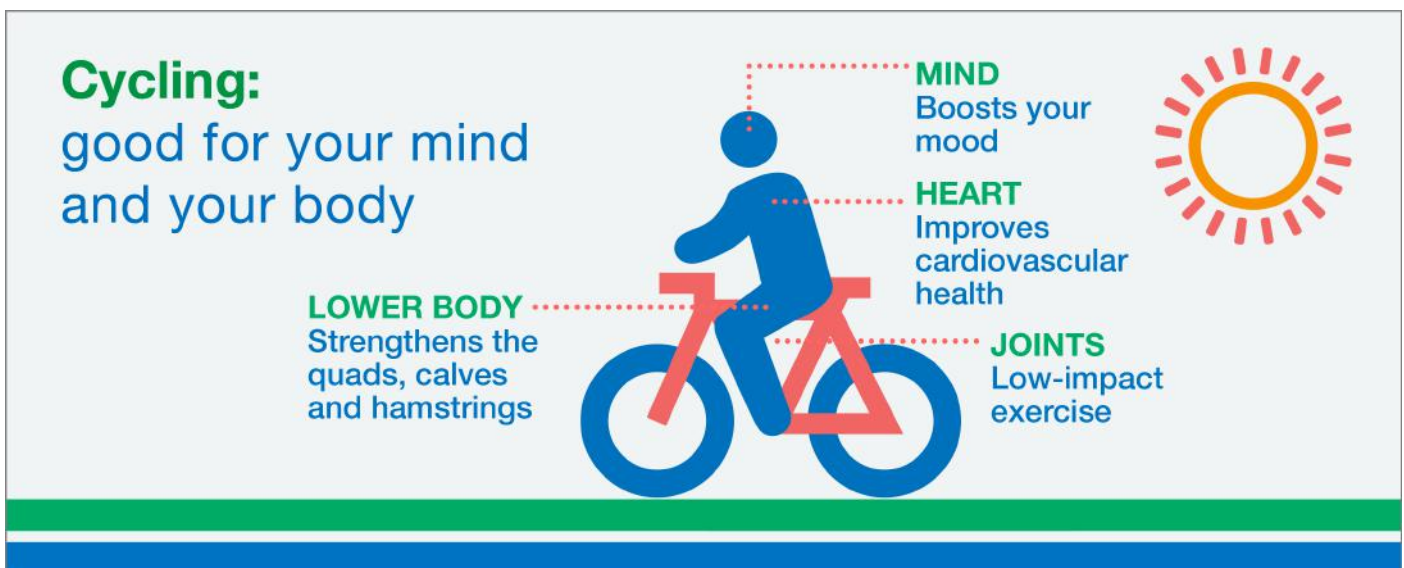
Picture: Miss Metherell's Year 9 data from Seneca. 91 hours of homework completed on one course already - they have 4 courses, totalling almost 200 hours so far! Wonderful work Year 9 keep it up!

Help the Environment and Cycle to School

If you can cycle to school, we strongly encourage you to do so as cycling has some great benefits for both yourself and for the environment.

The NHS recommends that children and young people should do at least 60 minutes of moderate to vigorous intensity activity every day, and cycling is an excellent way of achieving this. Regular cycling can reduce the risk of chronic illnesses such as heart disease, type 2 diabetes and stroke. It can also boost your mood and keep your weight under control.

Choosing to cycle is a greener way to travel than coming to school by car, as bicycles do not generate CO2 or air polluting particles like petrol and diesel cars do. By cycling you are doing your bit to help the environment. Cycling instead of using a car to get to and from school also reduces congestion on the local roads around the school. Many of you will have noticed that the roads around school become busy with queues of traffic at school start and finish times. Every time you cycle to school it means there is one less car on the road contributing to the congestion.



If you do choose to cycle to school, please remember to do so safely by following the Highway Code and ensuring you have working front and rear lights. We also recommend wearing a helmet and reflective clothing, particularly in the winter when it is dark in the mornings. You should also use a good quality lock to secure your bicycle while you are in school and consider registering and security marking your bicycle to increase the chances of it being returned to you if it were to be stolen. Eden Boys' School Preston does not accept any liability for loss, theft or damage to bicycles stored within the school grounds.

It is your own responsibility to secure your bicycle, for more information on bicycle security please visit: <https://www.lancashire.police.uk/campaigns/bike-security-lock-it-or-lose-it/>



We all know that children who have a wide vocabulary make excellent progress at school in all subjects. At Eden Boys' School Preston, we place great value on supporting our pupils to achieve the best possible outcomes. With this in mind, we have invested in an innovative literacy improvement tool called Bedrock Vocabulary for all pupils in years 7-10. It is a website that helps children to learn very important academic vocabulary.

As your child progresses through the curriculum, they will study hundreds of words, whilst reading fiction and non-fiction texts regularly on Bedrock. They will also fill in an online vocabulary notebook to practise using this vocabulary, and as a parent, you can also see and practise these words with your son.

To help your child make even better progress in school, you are able to log on to Bedrock using your own account. You will be able to see the vocabulary your child is learning, which we encourage you to use in conversation at home. If you would like to access your parental account and haven't received your access code, please contact Miss Greenwood at the school.



MATHS

Mr Harwood, Director of Learning, Mathematics says a big well done to all pupils in Year 10 and Year 11 who took part in the UKMT Intermediate Mathematics Challenge. The Intermediate Mathematical Challenge is a 60-minute mathematics competition aimed at students across the UK. It encourages mathematical reasoning, precision of thought and fluency in using basic mathematical techniques to solve interesting problems. The problems on the Intermediate Mathematical Challenge are designed to make students think.

Pupils are awarded a bronze award for scoring 60 marks and above (out of 100), silver award for 72 and above and a gold award for scores of 89 and above. In Year 10 two pupils achieved a bronze award and seven pupils achieved a silver award. In Year 11 nine pupils achieved a bronze award, seven pupils scored a silver award. A special mention must be made for Yusuf Bapu in Year 11 who achieved the gold award and will now be entered in the prestigious Pink Kangaroo competition for mathematical excellence.

Since September, Year 10 students Maaz Roudwell, Abdur Rahman Bhula, Muhmmad Yameen Patel, Mohammad Umair Patel and Mohammed Omer who took part in the parallel histories debate even last year have been mentoring a group of Year 9 students in preparation for a multi school event debating both sides of the Arab-Israeli Conflict. The students, accompanied by Mr Clare had been working in a series of work-shops with Hugh Castle, the Head of History from Lancaster Royal Grammar school through the Parallel Histories focus group. Parallel Histories aims to help students understand histories from opposite perspectives on political and social controversial issues.

Before the debates started the Solutions not Sides offered the boys real life experiences of the conflict. Two young people, one from Palestine, the other Israel shared their life experiences living within the conflict. This allowed the boys to understand that the historical content they were learning about had modern consequences for their generation.

A group of our students argued that the Balfour Declaration was a positive piece of legislation from the perspective of the British government in the first debate. The other argued against. Build on confidence gained from last years' events, the Year 10 team won their debate. In the afternoon session the Eden team of both Year groups were re-grouped and had to argue with students from a range of different schools from throughout the North West.

Overall the event brought students and teachers from different backgrounds and educational settings together and working collaboratively in order to look at the world we live in with another perspective. The Parallel Histories group aim to make the debate and workshops an annual event and we hope to enter at least two more teams next year.



January 2020 saw the launch of the Star Readers initiative at Eden Boys Preston to support and encourage boys to read more. Reading plays a crucial role in supporting learning and development. It is important for all our pupils to expand their vocabulary and improve their writing, language and comprehension skills. Reading a wide variety of books from an assortment of different authors will help our pupils to grow into powerful and knowledgeable communicators. Reading and the pursuit of knowledge is an integral part of our faith. The very first word revealed to the Prophet Muhammad (SAW) from the Almighty was “Iqra,” which means “read” or “recite.” As well as being a gateway to learning and understanding, reading also helps young people to develop their social and cultural capital by giving them access to new ideas and experiences and encouraging them to empathise with people and characters from all walks of life.

Star Reader is a series of recommended reading books across a number of genres and disciplines. The books are challenging, interesting and varied. They have been selected to give pupils windows into other people’s worlds, promote discussion and build reading resilience. They include the best of contemporary and classic young adult literature to provide a list of recommended and age-appropriate reading for each year group. We will be supplementing the Star Readers series with an additional list of Islamic faith-based texts in the coming months, IA.

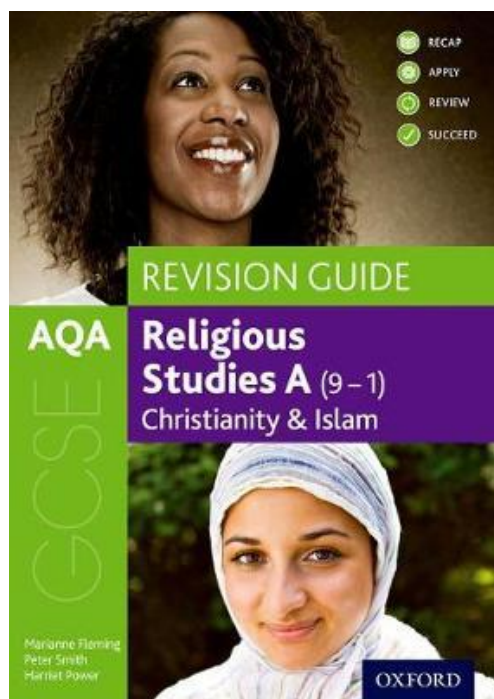
Every boy has been provided with a copy of the Star Readers recommended reading list to bring home with them and we hope that they are now well underway in reading a variety of these books. We have stocked up the library with multiple copies of all of the Star Readers books and they are in very high demand! If you already own some of the books featured on the reading list, we would be grateful if you could donate any used copies to the school to enable other children to enjoy them.

Staff are even joining in with the challenge and our staff Book Club are reading *Noughts and Crosses* by Malorie Blackman, which features on the Year 10 Star Readers list. All pupils who read at least 10 books from the recommended reading list over the course of the academic year will be awarded a prestigious Star Readers certificate. Thank you for your support with this



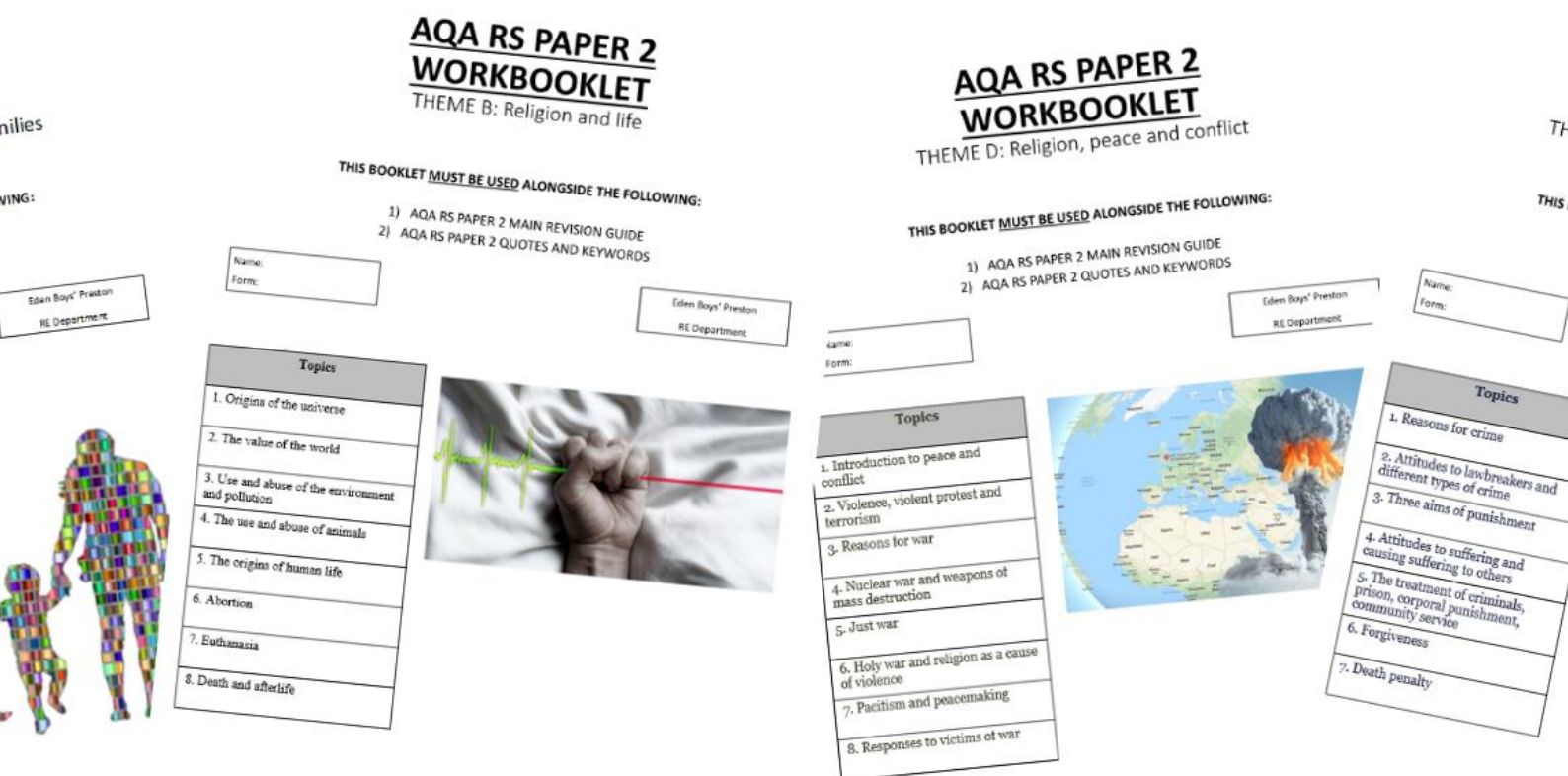
reading Noughts
Readers list.
over the course of





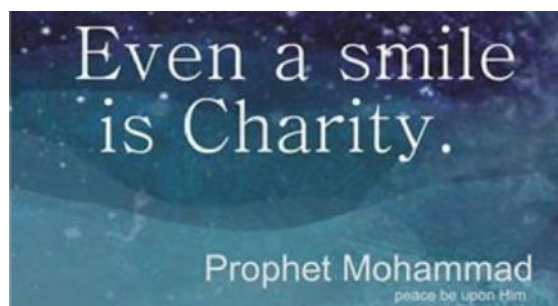
Last year, our Year 10 pupils achieved some excellent results in RS with 76% achieving between Grade 9-5 and 85% of pupils achieving between Grade 9-4 with a P8 score of 1.26 (when compared) to the national average. The current Year 10 cohort will now be sitting their GCSE RS exam in May 2021 due to school closures across the country.

The boys have worked extremely hard all throughout the academic year. We encourage parents and guardians at home to keep the momentum going in such times by encouraging your son to use the revision work booklets provided by the School. We have recently also introduced Kerboodle for our Year 10 Religious Studies cohort; an online learning resource where pupils can access a range of resources related to their GCSE RS Curriculum including practice questions, interactive videos and lots of quizzes. Pupils are advised to get familiar with the online learning platform as the RS department sets work on Kerboodle each lesson for pupils to complete. If you are interested in purchasing a revision guide for your child, the School is also selling the AQA Religious Studies Revision Guide for £6.99. Payment can be made via parent pay if you wish to purchase the revision guide for your son.



Pupils in Year 7 have been learning about the beliefs and teachings of Buddhism. Pupils learnt about the journey of Prince Siddhartha who left his home in search for answers to suffering when he came across the Four Sights (an old man, a sick man, a holy man and a corpse).

We also learnt about the Buddha's teaching of the Four Noble Truths and how helping others and being selfless is part of our humanity. With the current pandemic, we need to come together as an ummah and pray collectively for everyone including our families and communities. In such times, we can help others, in particular the elderly, by donating food, offering to shop for them, helping our household members with daily chores, helping others by staying home, creating a collective spiritual atmosphere and giving charity.



ASPIRE to INSPIRE before you EXPIRE here

At a time where the world is pulling together as one, it is important to remember what is important in life: our health. Here, at Eden Boys' School Preston, we are doing our bit to spread the word and inspire others to do so through our latest venture, Project Inspire. Our aim is to spread the good word to ensure that people live their lives to the fullest following the inspirational words of our beloved Prophet SAW.

Our project began by asking pupils, teachers, parents and governors to create a poem or a poster for the 'Inspire Book' in order to raise further awareness of how living a content and peaceful life full of inspiration and resolve. Our family diligently spent a substantive amount of time thinking about the words and images that, together, make an inspirational magazine where the wider community can read, digest and follow in the hope for peace everywhere. As a focal point, we all chose one of the ten sunnahs to use as inspiration for our poem or poster and then proceeded to knit together the words of wisdom that will hopefully inspire others to follow in the guided footsteps of all members of the Eden Boys' family. Here's a sneak preview of some of the content over the next few pages:



BRING OUT THE BEST IN YOURSELF AND OTHERS

We live in a world
Which is obsessed with
How others perceive us.
How many followers?
How many views?
How many likes?

Who dare define your self-worth?
But you?
You pick yourself up, dust yourself off
And continue.

But do you reach out?

Make someone's day
every day,
By smiling genuinely.
Listening attentively.
Speaking politely
And calmly.
Using your manners abundantly.

Be true to yourself.
And fulfil the rights of those around you.
Let your greatness
Shine through.
But don't dull the sparkle
Of your neighbour.

Only then will you,
Will WE,
Fight the demons,
Know the true value of inner peace,
And strength,
And courage.
To not care
About the followers
Or the views
Or the likes.

Mrs. Nafisa Patel, Principal

BE KIND

Kind hearts are the gardens,
Kind words are the roots,
Kind thoughts are the flowers,
Kind deeds are the fruits.

Take care of your garden,
And keep out the weeds;
Fill it with sunshine,
Kind words and kind deeds.

Adam Patel, Year 7

HELPING THE WORLD

One tree can start a forest
One smile can begin a friendship
One hand can lift a soul
One act can frame a goal
One candle can wipe out the darkness
One laugh can conquer gloom
One touch can show you care
One life can make a BIG difference

Faizaan Patel, Year 8

DO YOUR BEST

Do your best
Life is a test,
You have got to work hard to be the best,
Let your kindness manifest,
And make others around you blessed.

Always be self-motivated,
It doesn't matter if your life is complicated,
Don't give in, never get frustrated,
Make the world around you illuminated.

Always be resilient,
Never miss out on a chance to compliment,
Don't get into an argument,
You just need to be confident.

Do all this and you will be admired
And you will make others inspired.

Mahmood Desai and Abdullah Munshi, Year 9

*Don't watch the clock;
do what it does.
Keep going.*



THE GREATEST MAN TO GRACE THE UNIVERSE

Muhammad (pbuh)
A mercy for mankind

Muhammad (pbuh)
Whose laughter was no more than a smile with light emitting from between his teeth

Muhammad (pbuh)
Whose speech was neither lengthy nor with ambiguity

Muhammad (pbuh)
Who spoke softly and calmly and never showed discourtesy

Muhammad (pbuh)
Who listened attentively to which the speaker was inspired with awe and intimacy

Muhammad (pbuh)
Whose scent left a trail of cleanliness more sweeter than the fragrance of musk

Muhammad (pbuh)
Whose nature was as gentle as his soft and delicate skin

Muhammad (pbuh)
Of exalted character and bearer of glad tidings

*Moulana Tufayl Dola,
Subject Leader for RS and PSHE*



30 day ART challenge

1. Draw what's on your table
2. Draw an animal
3. Draw what inspires you
4. Draw something peaceful
5. Illustrate your favourite quote
6. Draw what you are wearing
7. Draw a flower
8. Draw something in water
9. Draw something you love
10. Draw fabric
11. Draw your breakfast
12. Draw a room
13. Draw something in nature
14. Draw a family member
15. Draw your bag
16. Draw a hairstyle
17. Draw something in light
18. Draw a window
19. Draw your dream home
20. Draw an activity
21. Draw something colourful
22. Draw a container
23. Draw summer fun
24. Draw a memory
25. Draw your dream job
26. Draw something sweet
27. Draw what you see
28. Draw an eye
29. Draw a pair of shoes
30. Draw life



Not the finish we wanted!

20th March!

Through the help of the Almighty, staff at Eden Boys' Preston came together to bid farewell to our Y11 pupils- Class of 2020.

The joyful, yet emotional scene was set by Hamzah Nakhuda who beautifully recited a portion of the Qur'an. Vice principal, Moulana Ikram blessed the gathering with a heartfelt appreciation and advice for the boys moving forward. Head of Year, Moulana Safvan, shared some nostalgic images and videos from their time at Eden Boys' Preston.

A short message from the Head of Year:

A truly outstanding group to work with. I grew up with most of you and to see you leave as mature, well-mannered adults brought a tear to my eye. I will miss the hustle and bustle, the chasing to lessons, the banter, and most importantly your presence. This wasn't how we planned to part ways, but the Almighty is the best of all planners. Work hard, aim high and stay safe. InshaAllah we will see you again at the presentation evening.

We would like to take this opportunity to whole-heartedly thank all of our pupils and parents. We all hope and pray that they have a successful future and become inspirational leaders for their respective communities. Please remain safe and pray the Almighty grants us ease through this pandemic.



Here are our top 10 tips to stay safe online whilst using online learning platforms and social media

1. Use a strong password. The longer it is, the more secure it will be.
2. Use a different password for each of your social media/learning accounts.
3. Set up your security answers. This option is available for most sites.
4. If you have social media/educational apps on your phone, be sure to password protect your device.
5. Be selective with friend requests. If you don't know the person, don't accept their request. It could be a fake account.
6. Click links with caution. Social media accounts are regularly hacked. Look out for language or content that does not sound like something your friend would post.
7. Be careful about what you share. Don't reveal sensitive personal information i.e.: home address, financial information, phone number. The more you post the easier it is to have your identity stolen.
8. Become familiar with the privacy policies of the social media/learning channels you use and customise your privacy settings to control who sees what.
9. Protect your computer by installing antivirus software to safeguard. Also ensure that your browser, operating system, and software are kept up to date.
10. Remember to log off when you're done.

The way schools are currently operating in response to coronavirus (COVID-19) is different to before, however, a number of important safeguarding principles remain the same:

- With regard to safeguarding, the best interests of our pupils will always continue to come first
- If there is a safeguarding concern about any child attending Eden Boys' School, Preston, contact should be made immediately with Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Leads (DDSL) immediately
- The Safeguarding Team at Eden Boys' School, Preston is:

DSL			Out of School Hours
Name	Position	Contact Telephone	safeguarding@ebpreston.staracademies.org SHARP and CEOP facility
Ikram Adam	Vice Principal	01772 926000	
DDSL			
Muhammed Matadar	Vice Principal	01772 926000	
Nafisa Patel	Principal	01772 926000	
Jenny Greenwood	Assistant Principal	01772 926000	
Safvan Yusuf	Head of Year	01772 926000	
Sandra Thackeray	Head of Year	01772 926000	



In addition to the above, pupils and parents can also use the SHARP and CEOP facility which is available on the school website.

The SHARP and CEOP systems (safeguarding information and reporting systems at Eden Boys' Preston) are in place. They can be located on the school website via the School Gateway. There are two links; one for CEOP and the other for SHARP System.

CEOP stands for Child Exploitation and Online Protection. It is the UK's national child protection agency (visit www.ceop.police.uk for more information). Through the Click CEOP advice and help centre, members of the public can access guidance on a broad range of topics to help protect their children, or alternatively report a concern directly to CEOP.

SHARP stands for School Help Advice Reporting System. There are many reasons why young people decide not to talk about incidents, whether that is due to not wanting to talk face to face, lack of confidence, scared, peer pressure or scared in case someone sees them talking to or seen in the school's office but to name just a few. The SHARP System allows young people to report any incidents which occur within the school and local community anonymously and without fear. Aside from the reporting tool SHARP delivers educational content to raise awareness on a wide range of subjects including: Bullying, Health, Community Issues, Weapons and Hate Crime.

The SHARP System and CEOP both promote inclusion, safeguarding, e-safety and provide additional opportunities for pupils to report their concerns.

It has been another busy half term of sport for the students and Eden Boys' School. This term, the boys have represented the school in a range of different sports. These have included Basketball, indoor Cricket, Table Tennis, Sports hall Athletics and Handball. In each of the events and competitions, the boys did their best and represented the school in a very positive light, showing excellent behaviour, manners and sportsmanship. In addition, all of our teams performed to a very high standard, enabling them to produce some excellent results.



In the district Basketball competitions, our year 7 team finished 3rd whilst our year 8 team won their competition! This is a fantastic achievement! In the Under 13's cricket competition, the boys won their qualifying group, making it all the way to the final where they faced a very tough Broughton High School. Despite their best efforts, the boys finished runners-up after an extremely competitive final. This is still an amazing achievement. Table Tennis also produced some excellent results for both the year 8's and year 11's who represented the school. At both age groups, Eden Boys finished a close second overall to Our Lady's High School, beating Christ the King and St. Cecilia's. More positive results followed in the Handball competitions in February and early March. In the Year 7 and 9 competitions, our boys

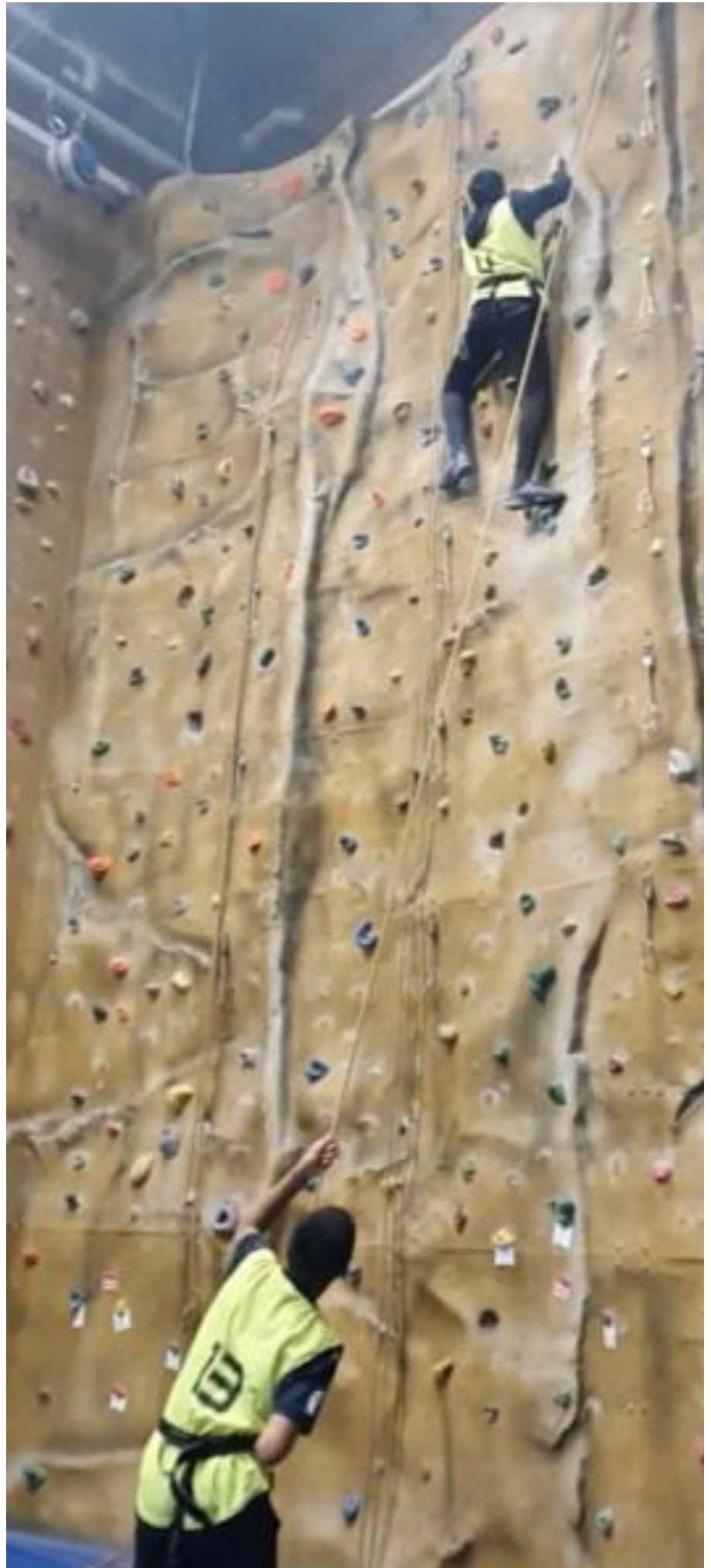


finished 3rd and 2nd respectively. In addition, in the 2 games that our year 11 team played, they finished with one win and one loss. All of the boys involved have shown amazing improvements and progress over the last year in the sport of Handball and this has been evident in the performances and results that our boys have produced.

There were some magnificent performances from our boys across all the sporting competitions that we have entered this term. The boys demonstrated both excellent skill and determination to come away with some amazing results. Despite not achieving any silverware this year, the boys are constantly improving and beginning to be noticed by other schools as a real competitor. Hopefully, if the boys can stay committed to sport both in and out of school, winning results will follow and we will be able to add some trophies to these brilliant performances.

In addition to the sporting competitions that we have entered, we also took our year 11 GCSE PE students Rock Climbing as part of their practical commitments to the subject. The boys thoroughly enjoyed this experience, which for many was a first. They learnt a range of new skills, techniques and even overcame some fears in their time climbing. It was also pleasing, as their teachers, to receive positive feedback and praise from the instructors who really enjoyed working with the boys. For any Year 9 & 10 GCSE PE students reading this, you will get the same opportunity in the future!

Well done boys! We hope that you continue to demonstrate a continued passion towards sport and physical activity.





SCHOOL TERM AND HOLIDAY DATES

2020 - 2021

(All dates are inclusive)

AUTUMN TERM 2020

Staff Training Day - 1	Tuesday 1 st September 2020
Re-open (for students) on	Wednesday 2 nd September 2020
Mid Term Closure	Monday 26 th October - Friday 30 th October 2020
Closure after school on	Friday 18 th December 2020
Christmas Holiday	Monday 21 st December – Friday 1 st January 2021
Number of openings	73

SPRING TERM 2021

Re-open on	Monday 4 th January 2021
Mid Term Closure	Monday 15 th February - Friday 19 th February 2021
Closure after school on	Friday 26 th March 2021
Easter Holiday	Monday 29 th March – Friday 9 th April 2021
Number of openings	55

SUMMER TERM 2021

Re-open on	Monday 12 th April 2021
May Day Closure	Monday 3 rd May 2021
'Eid ul Fitr 1442 * holiday	Thursday 13 th May and Friday 14 th May 2021 *
Mid Term Closure	Monday 31 st May - Friday 4 th June 2021
Closure after school on	Friday 16 th July 2021
('Eid ul Adha 1442)	(Tuesday 20 th July 2021)
Number of openings	62

TOTAL NUMBER OF OPENINGS 190

Staff Insets : one full day and eight twilight sessions

* Please note – 'Eid holidays may be revised slightly depending upon sighting of the new moon

Eden Boys' School, Preston – final (Sept. 2019)