



AMBITION

Article written by Yahya Patel – Y11:

A group of year 11 students were fortunate enough to visit Queen's College, Oxford university. I'm sure that I speak on behalf of everyone who attended, when I say that it was a day that we won't forget anytime soon.

The visit to the university provided us with a real opportunity to see what can be within reach for us all! If we work hard and believe in ourselves, **the world really is our oyster!** Continued on page 2.



Oxford University Trip!

We arrived at Queen's College at around 11:30am. Seeing the college for the first time was one of those overwhelming moments. In all honesty, it was magnificent. All the intricate details added to the sense of grandeur: the imposing structures, the Romanesque architecture (I know that thanks to my history teacher) and the picture-postcard courtyards.

Thereafter, we made our way to the Shulman Auditorium. The Outreach Officer at Queen's, Katherine, introduced herself and we began to recap on what we had learnt about Oxford and why people dream about getting into prestigious universities like Oxford and Cambridge. We finished our discussion and had lunch in the Queen's dining room. Whilst not to everybody's taste, we all marvelled at the Harry Potter-esque space!

It was now time for the tour. A student gave us a tour of Queen's College and gave us an insight into life at Oxford. He gave us a tour of the library which was filled with books upon books about any topic you could think of: there were even books from hundreds of years ago! After this, we went back to the auditorium and we had a fun debate about some interesting topics. We had to think critically and perceptively, and it was such fun because we learned how to look at questions from an angle you never thought you would. It really helped us enhance our problem-solving skills and helped hone our English skills. Also, a student from Oxford came and answered any questions we had about Oxford. She talked about how she balanced social and work life and the benefits and challenges at Oxford. It was really intriguing to listen to an Oxford student because you expect studying at Oxford to be daunting. Talking to some of the students gave us a real insight into university life.

Next up was the tour of Oxford city centre. We walked to Radcliffe Square, and to be honest it looked like something out of Harry Potter - because it was to some extent. In Radcliffe Square was the Bodleian Library which was the set of the library in Harry Potter. The history behind the library was fascinating and the links between Bodleian Library and the Vatican City was something you wouldn't expect. We visited the Divinity School as well, which was also the filming set of the infirmary in Harry Potter. Funnily enough, we met Nathaniel Phillips (it was definitely him) which was a bit of a surprise! We had around half an hour by ourselves to get some food and explore the city centre before we had to begin our journey back to Preston. We left Oxford at around 6pm and thanks to some truly awful traffic, returned to school around midnight.

All in all, we had a great time visiting Oxford. We met new people, learnt new skills and learned about its history. It was a knowledgeable, yet fun trip that I don't think any of us are going to ever forget. We enjoyed it, the teachers enjoyed it, and I'm sure the next set of students will thoroughly enjoy it too.



Yahya Patel (Y11)

Principal's Introduction

Dear Parents/Carers,

Assalamu Alaikum and May Peace Be Upon You,

I hope you are well and wish you a very warm welcome to our autumn term newsletter. What a wonderful first term it has been!

As we return to some kind of 'normality', we ponder on the past two years; which have been difficult and certainly not 'normal'. But, as science journalist Ed Yong put it, "Normal led to this".

As world leaders rethink biodiversity, urbanisation, global travel to name a few issues; as school staff, we grapple with how we can bring about change in others for a better future.

At EBP, we are a learning community, always wanting to make our best even better and inspiring others to be the best versions of themselves. We are a family; celebrating each other's successes but also supporting each other through the difficult times.

We are always guided by our faith to help us make the right decisions.

Everything that we do is geared toward maximising pupils' outcomes, developing their character and improving their future life chances.

By the end of the year, we aim to be in a position where we have closed the gaps that have emerged due to Covid-19 disruption in all its aspects. Therefore, our motto for 2021-2022 is recovery, resilience and excellence.

This is very much seen in action on a daily basis, where the unwavering commitment to our young people and their future and "nurturing today's young people, inspiring tomorrow's leaders" is lived and breathed by all.

It has been wonderful to see our young thrive in all their lessons, and even better than we have been able to deliver our personal development programme to enhance the taught curriculum. Pupils have enjoyed trips to Manchester United,

Manchester City and Liverpool Football clubs and museums as well as trips to Oxford University, careers fairs, Art exhibitions and Parliament. Pupils have also appreciated a range of clubs including, Islamic History, mindfulness, public speaking and debate, Duke of Edinburgh to name a few. We look forward to the many more adventures in the spring term.

Whilst I know pupils will be busy over the winter break, it is important that they rest and recharge. For Year 10 and 11 pupils, it is important they use the holiday to revise and review their learning in preparation for the forthcoming GCSE examinations.

As our Head Boy Aadil Dalal explained at the recent GCSE meeting:

- All the hard work will pay off
- Do not try and cram at the last minute - it is a marathon not a sprint
- Organisation is key
- Take some time to do what you enjoy too!

For our pupils in Years 7-9, it is important pupils review their learning over the term and unwind with a good book!

Thank you for your continued support of all that we do. Best wishes for the new year ahead. We look forward to welcoming your sons back to school on Wednesday 5th January 2022. Please keep the school in your precious duaas/ prayers.

Mrs Nafisa Patel



Eden Boys

Year 7 artists have been studying the use of line in art. In terms of art, line can be simply described as a moving dot. Line is perhaps the most obvious element of drawing. We have explored the emotions linked to line, Op art optical illusions and moved on to developing these beautifully intricate illustrations of Owls that are made entirely from straight lines, curved lines and circles. These Owls were created in response to the illustrator Rosalind Monks, who explores nature and patterns within her work.



Year 8 artists have been studying the fascinating world of Surrealism and have created some beautifully creative Exquisite Corpse character illustrations. Surrealism is a cultural movement that developed in Europe in the aftermath of World War I. The movement is best known for its visual artworks and writings and the juxtaposition of distant realities to activate the unconscious mind through imagery. Artists draw unnerving, illogical scenes normally with photographic precision, creating strange creatures. For their Exquisite Corpse, pupils could select heads, body parts, legs, wings, tails and accessories to create their own fantasy character. We focussed on observational drawing and photographic realism. Tone and texture were added through sensitive mark making, which has developed from their previous years academic study.



Year 9 GCSE Art students had the amazing opportunity to visit the exhibition of Bob & Roberta Smith at The Harris Museum and Art Gallery. Pupils have been studying Protest Art and this exhibition tied into their learning, allowing them to see first-hand the work of one of the artists they are studying. Our pupils loved the hands on activities and all took part in a silent "soap box" protest. This trip offered an amazing insight into the artist and their ideas. We saw these paintings up-close, had time to read the messages and watch a video by the artist explaining his ideas. Many artists use words to express themselves within their artwork to express what they believe in. Our pupils are currently completing their own protest art based on a subject they are interested in. These range from the environment, veganism, religion and animal rights. We look forward to sharing these with you in the near future.

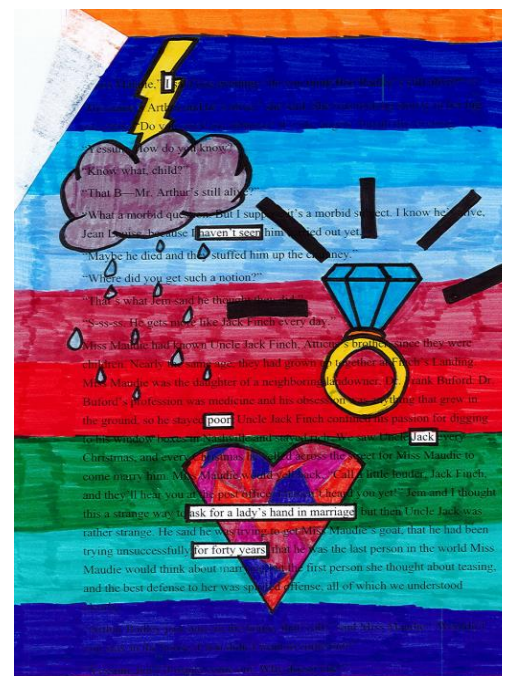
In Creative Learning, Year 9 pupils have been exploring the questions, **what is creativity? What does it mean to be creative? How can you be creative?**

Great researchers suggest that nothing is original anymore and all artists and designers “steal”. First, they figure out what is worth stealing, they use this as a basis of investigation and embrace the influence. All creative work builds on what came before. Every idea is a mash up or remix of one or more previous ideas. We have used the Mona Lisa for our starting point, probably the most famous painting in the world. We used new technologies and digital drawing techniques to create our new and improved versions of the painting. Pupils were introduced to Photoshop and utilised the basic tools and functions to create these masterpieces.

In this age of information overload, creatives need to figure out what to leave out, so they can concentrate on what is really important to them. In this case the important features were the key shapes that makes the painting identifiable. By limiting the amount of detail, pupils must think creatively to identify which bits to keep without the painting getting lost. Pupils embraced their limitations and chose wisely.



In Creativity lessons this term, we have been creating blackout poetry. Blackout poetry works by taking an existing written piece, like a section of a book, poem or newspaper article and subverting it, by blanking out the unwanted words or phrases to create a new piece. The first piece the students created was built around the theme of relationships. The students had to focus on creating pieces that included various writing techniques including alliteration, metaphor and simile. The students had to consider the specific words that would work best, planning out their work to consider the phrases that would be most relevant to their piece. We then started to create blackout pieces. For these pieces, instead of blanking out specific sections, students drew images around the words they had chosen. They had to make sure the image was connected to what they had “written,” and linked to the theme of their poem.



Computing

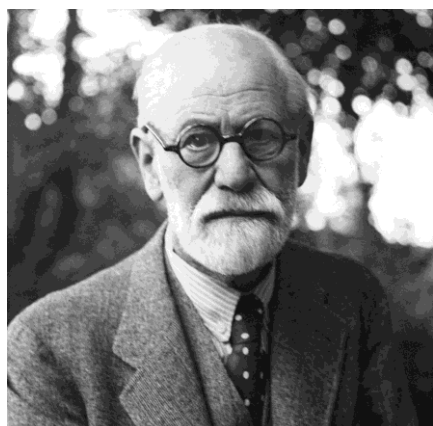
In **Computing this term**, **Year 7** have been using Scratch, a block programming language, that develops their programming skills and their knowledge of how to create a project based around a client brief. During Autumn 2, students have been creating a maze, which meets a set of criteria provided by a client. They had to identify and interpret the criteria from the client brief and explain how they will meet and evidence the criteria provided. In addition to the above, using scratch has enabled students to develop key programming techniques and skills, which will significantly benefit their progress going forward. The students have also had to create their own algorithms, using flowcharts, to show how the program will work.



English

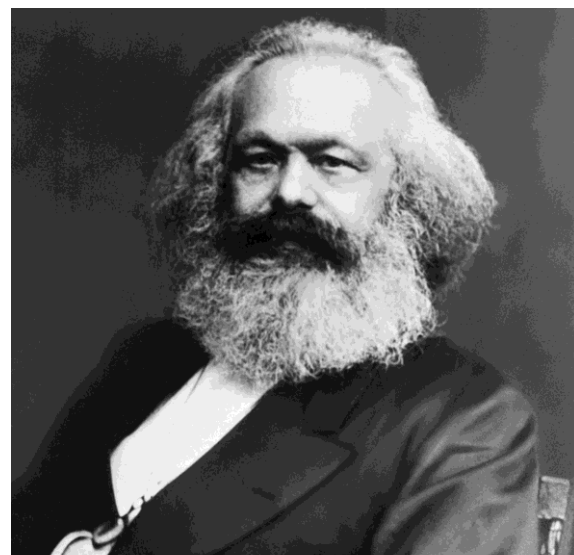
Year 11 look at Marx & Freud

Year 11 students were able to enhance their range of literary analytical skills. Mrs Ahmed and Mr Taylor delivered sessions on literary criticism, with a focus on Marx and Freud. Students explored the concept of a Marxist interpretation of literature and applied this to their study of Priestley's 'An Inspector Calls'. They saw how Marx's theory of class struggle applied directly to the text and its central characters. Dickens' social commentary in 'A Christmas Carol' similarly demonstrates characteristics that Marx would recognise. In equal measure, the central tenets of Freud's thinking were shown to be applicable to all the main texts which students study – including 'Macbeth'. Students explored how the principal characters had their respective battles with the Id, Ego & Super Ego. This short session enabled students to add to their panoply of references when approaching their literature exams next summer.



Sigmund Freud

Karl Marx

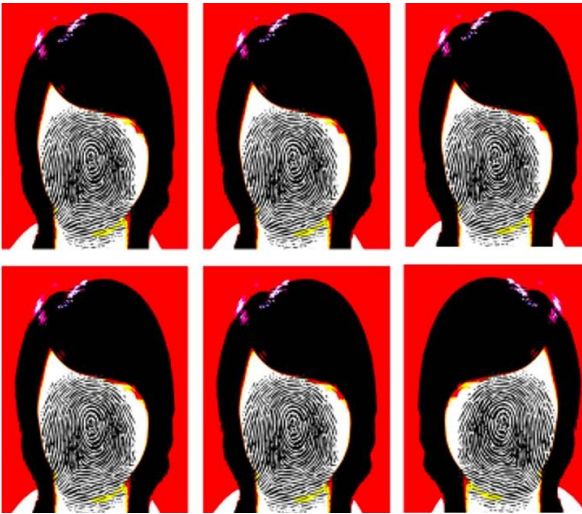


Young Writers Poetry Competition in honour of National Poetry Day 'Empowered'.

Our KS3 students were busy creating fantastic examples of poetry for the Young Writers' Poetry Competition – Empowered. The poetry was inspirational, and we saw some great examples of work that advised us to take control, and always strive to help others around us. The voices of the students really shone through as they shared their ideas, through different types of poetry, and we experienced something truly magical. Hisham Raja - an avid reader - produced an extremely thoughtful piece which combined imagery and tone perfectly. Congratulations, Hisham!!

Being able to voice a concern, an opinion or a point of view is so important, and it is to the testament of our students that we saw so much commitment during the competition. Let's hope that some of our entries are published, and the world might see a future poet laureate from our school!!

IDENTITY



In Year 7 English lessons we have been exploring the theme of Identity through poetry, exploring what makes us “us”. This has resulted in wonderful debates: challenging stereotypes and encouraging empathy.

Two poems which provided a catalyst for this work were **Half Caste by John Agard** and **Search for my Tongue by Sujata Bhatt**.

The students found Agard’s poem moving as they were able to discuss the incredible power of language and how “mere words” can hurt and offend people. This provided a vehicle for some deep reflection which resulted in a more heightened awareness of our own language use. Reading and performing this poem was an absolute delight with many renditions of the poem in a perfect Guyanese accent.

Sujata Bhatt’s poem was particularly powerful as many students have bilingual, even multilingual, backgrounds and could therefore identify with the speaker of the poem. The boys talked about the expectations and “responsibility” of maintaining a mother tongue. Some humorous and some poignant anecdotes resulted, about the practical impact on their lives of maintaining two languages. Students have had the opportunity to really grasp how despite being different in so many ways, our human experiences are what really connects us.



Year 11 Speech Writing

Pupils in year 11 have been mastering speech writing and the essential skills of delivering and responding to an audience.

We enjoyed all the speeches and would like to share Zaeem’s speech:

The Prophet Muhammad PBUH said that **“a good man treats women with honour.”** Does this exist in our society?

Our sisters, mothers, female teachers and female friends are to be completely admired for their devotion, kindness and strength. Why then in the 21st Century, is there still injustice?

On the 10th March 2021, a policeman, someone who is supposed to be a devoted, integral part of any community was arrested. This was due to the undeniable evidence that was against him over the disappearance of a woman named Sarah Everard. Like any ‘regular’ person she was walking down the street. However, because she was a woman, she was forced to follow the ‘regulations’ for women walking home alone at night. She walked the dreary streets of London following the lamplights and on the main road. And yet she was still abducted. And sexually harassed. And now dead. This news report rippled across the world and now is resonating with many women walking the streets at night.

However, this isn’t an isolated incident. Emma Watson said: ‘Gender equality is your issue too’. This clearly shows that all of us as a community need to work together against gender inequality. Some of you here may not know who this woman is and unfortunately today, her word will not have the same impact as a man’s.

All religions promote, that to be an honourable man is to treat women equally and with respect. We can establish women’s rights very simply if we treat everybody the same. We are all human. We will live in a world where women will have power; where men will treat them equally; where equality will soar; where sexual harassment is non-existent; where misogyny is extinct: we need to work together to make today and tomorrow a better place to live in.

The Benefits of Draughts

During the Autumn term, the Maths department has been introducing pupils in all year groups to the game of draughts.



There are many benefits to the game of draughts, in fact it is a fabulous game to introduce pupils to build concentration, decision-making, strategizing, and impulse control. We explain the benefits in more detail below.

Focus and Concentration

Those that play draughts have a lot of focus, concentration, and patience. Not only do players think about their moves, but they need to consider their opponent's moves as well.

Not paying attention to what is happening on the board can quickly lead to losing a game piece or a missed opportunity. Therefore, as they practice and improve, children learn to concentrate on the game board and focus on the game itself. Once built, you can use this focus in other areas of learning too.

Develops Strategizing

There is actually a lot of thought and strategizing necessary to play. A player must think ahead several moves, trying to predict his opponent's next move. Players must learn to force captures, sacrificing their own men to capture a king or trap the opposition. Thinking, "If I move here, he will do this," forces players to plan and consider the consequences of their actions, two skills that are essential in life.

Although cloaked under the premise of a fun game, these strategizing sessions stimulate a player's brain. Planning and strategizing skills learned in a game easily translate into other areas of life.

Teaches Problem-Solving and Decision-Making skills

Problem-solving and decision-making skills take time for pupils to master. However, draughts helps to teach these skills through the disguise of a fun game. Pupils must learn to predict their opponent's moves and think several moves ahead to win. They must also logically plan their next move.

Expands Memory Recall

When playing draughts, players might not realise they are using memory recall. There are dozens of different moves and strategies players can use to win, and players must remember them all. Additionally, players need to be clear on the rules so they don't cheat.

Players are using all these skills to expand and sharpen their memory and build their imagination.

Power of Good Sportsmanship

Draughts is a head-to-head competition with a distinct winner and loser. Draughts can help players build a sense of good sportsmanship. Players quickly learn to accept their defeat and build their skills, so maybe they will be the winner next time. Understanding sportsmanship and becoming a good loser can be vitally important to several areas of education and Mathematics. No one is perfect!

Promotes Pre-Math Skills

Draughts can teach essential Math skills. Just a few Math skills include:

- Sorting by colour
- Directionals, such as forward, backward, and diagonal
- Cause and effect
- Logical thinking
- Reasoning

Online Checkers for Kids

Like many games, online versions are available to practice. A recommended version can be found at Maths is Fun, which offers more customization through the board, in addition to being able to choose your opponent, you also have the rules readily available.

Celebrities Who Studied for a Maths Degree

All of these famous people studied Maths as part of a Degree (or equivalent in their country).

Reed Hastings – Co-founder of Netflix
Reed Hastings completed a Bachelor's Degree in Mathematics, followed by a Master's Degree in Computer Science. In 2019 he had a net worth of over \$3billion.

Sergey Brin – Co-founder of Google
Internet entrepreneur Sergey Brin co-founded Google and is president of Alphabet Inc. which is the parent company of Google. He has a Bachelor's Degree in Mathematics and Computer Science as well as a PhD in Computer Science.

Virginia Wade – Wimbledon champion
Virginia Wade studied Mathematics and Physics at the University of Sussex. She won three Grand Slam titles including winning Wimbledon in 1977 and is one of the UK's most famous tennis players.

Brian May – Guitarist and co-founder of Queen
Brian May is considered to be one of the greatest guitarists of all time. He studied Mathematics and Physics at Imperial College London and in 2007 he completed his PhD in astrophysics. He even has an asteroid named after him called '52665 Brianmay'.

Glen Johnson – ex Professional Footballer
At the height of his career Glen Johnson was signed by Liverpool for an alleged £10 million. In 2012 the press reported that he was studying for a Mathematics Degree with the Open University while still playing professionally.

Karen Bradley – Member of Parliament
Karen Bradley has a BSc in Mathematics from Imperial College London. She became the MP for Staffordshire Moorlands in 2010 after a career in tax and finance, and she is one of several MPs who have studied Mathematics at university.

John Urschel – American Footballer
John Urschel was a professional American footballer who started his PhD in mathematics while still playing. Urschel has published several peer reviewed mathematics research papers and has written a book 'Mind and Matter: A Life in Math and Football'.

Jonny Buckland – Lead guitarist Coldplay
Jonny Buckland formed the hugely successful rock band Coldplay while studying Astronomy and Mathematics at University College London.

Rachel Riley – Countdown presenter

Reed Hastings



Sergey Brin



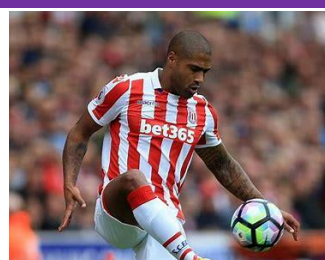
Virginia Wade



Brian May



Glen Johnson



Rachel Riley



Generating Energy

This year the UN climate change conference was in Glasgow Scotland. World leaders and industrialists met to discuss the climate change issues.

THE GOALS WERE:



1. Secure global net zero by mid-century and keep 1.5 degrees within reach

Countries are being asked to come forward with ambitious 2030 emissions reductions targets that align with reaching net zero by the middle of the century.

To deliver on these stretching targets, countries will need to:

- accelerate the phase-out of coal
- reduce deforestation
- speed up the switch to electric vehicles
- encourage investment in renewables.

2. Adapt to protect communities and natural habitats

The climate is already changing and it will continue to change even as we reduce emissions, with devastating effects.

At COP26 we need to work together to enable and encourage countries affected by climate change to:

- protect and restore ecosystems
- build defences, warning systems and resilient infrastructure and agriculture to avoid loss of homes, livelihoods and even lives

3. Mobilise finance

To deliver on our first two goals, developed countries must make good on their promise to mobilise at least \$100bn in climate finance per year by 2020. International financial institutions must play their part and we need work towards unleashing the trillions in private and public sector finance required to secure global net zero.

4. Work together to deliver

We can only rise to the challenges of the climate crisis by working together.

In year 9 science lessons we researched the different types of renewable energy and looking at how we can generate electricity by these methods.

In the UK we decided that the best way to generate electricity was by wind and solar, but this has a big disadvantage in only being able to generate electricity when it is windy or sunny. In order to make these more reliable we need to store the electricity. This can be done with large grid scale batteries. These are expensive and will take time to build.

**UNITING THE WORLD
TO TACKLE
CLIMATE CHANGE.**



Flipped Learning in Science



Flipped learning is a technique used in education to make pupils independent and proactive learners.

This half term in science, pupils in year 8 and 10 were given the opportunity to become the teacher for the lesson. As pupils had been previously taught some of the content, it was time to make the students take charge.

Student led learning has many benefits such as; it gives permission for students to make mistakes and 'try again,' leading to greater achievements. In addition, it encourages children to think for themselves and it makes the classroom feel like a community, encouraging all students to get involved.

When the idea was posed to the students, many bravely volunteered to plan and prepare a lesson to deliver to the class.

One student in year 8, Huzaifa Hussaini was extremely excited to prepare a lesson and deliver it, putting hours of work in to ensure he

had a holistic understanding of the topic before teaching.

Huzaifa chose to teach the class about endothermic and exothermic reactions. He ensured that all previous learning was built on, linking key ideas such as combustion and thermal decomposition back to the lesson being taught.

He even ensured that he included the I, we, you model, where he explained to the students what they needed to know leading them to do independent practice.

For his first time teaching, it was amazing to see a young student take such responsibility and deliver with such immense confidence and knowledge. (Miss Bhana)



STEM Club

During this term, pupils in year 7-9 have been building solar powered robots using Lego. STEM clubs are a powerful and enjoyable experience to engage young people with science, technology, engineering and mathematics (STEM) subjects.

These pupils spent a couple of weeks learning how to build the motor and used lamps as an alternative to solar power to see if they worked. They spent this time building the rest of the robot in which they used their teamwork skills and competency to build these robots efficiently. Pupils contributed very well to the STEM club as they had worked effectively with one another and supported each other when building the robots.



History & Remembrance Day

The History department were proud once again to help lead the Boys in the 2021 Remembrance events. The Art department helped the boys update the existing Remembrance display in the main ground floor corridor. All students in Year 7 & 8 made their own personalised Poppy during form time. These are on display and helped the students focus on the peace that we enjoy around us today due to the sacrifice of all those

affected by war across the world. Muhammed Kalang and Aadil Dalal (pictured) worked tirelessly in the weeks leading up to Armistice Day (11/11/2021), collecting donations and managing merchandise donations from each form group. Next half term, students in Year 8 will be learning of the horrors of WWI, where the Poppy grew from the infamous, bloody battle fields of the Western Front between 1914-18.

As part of our Remembrance Day celebrations, Year 9 pupils in Creative Learning completed a quarter of a poppy. These were then combined together to show our unity and support to our community. The poppies were coloured in the style of the great American artist Georgia O'Keeffe, who painted objects in a way to show how it made her feel. Our boys undertook some peaceful reflection time whilst completing these to convey their respect for the soldiers.



***"They shall grow not old, as we that
are left grow old:***

***Age shall not weary them, nor the
years condemn.***

***At the going down of the sun and in
the morning***

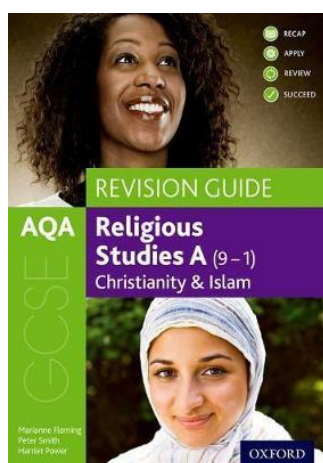
We will remember them."

Religious Studies

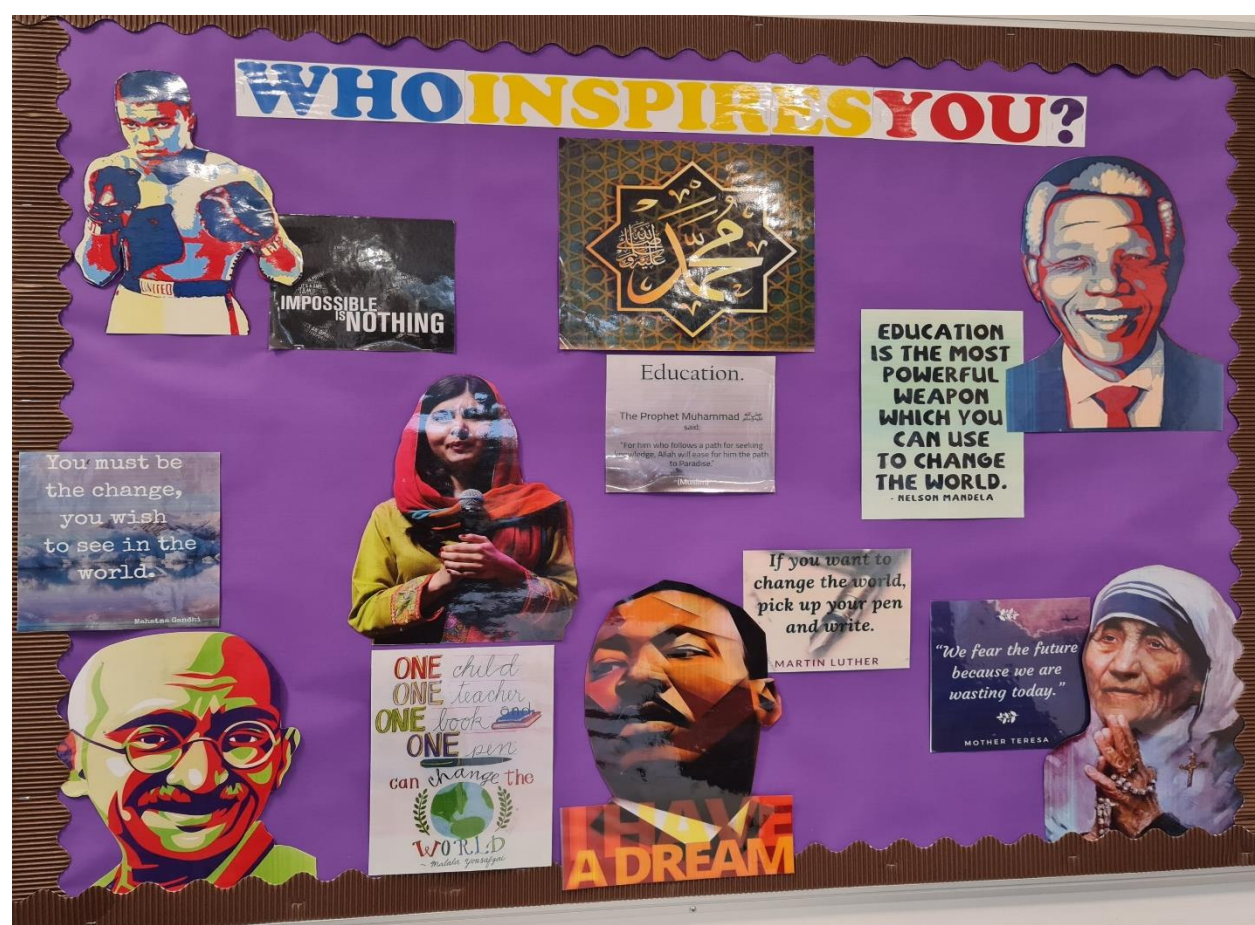
Last year, our **Year 10 cohort** achieved some excellent results in GCSE Religious Studies (RS), despite the disruption to learning due to the Coronavirus pandemic. Our results speak for themselves with **52%** of pupils achieving grade 9 – 7 and **92%** achieving Grade 9 – 5. The current Year 10 cohort will be sitting their GCSE RS exam on the following dates:

AQA Religious Studies Paper 1: 16th May

AQA Religious Studies Paper 2: 26th May



If you are interested in purchasing a revision guide, they are available to purchase on Parent Pay at a discounted rate. Additionally, we have provided pupils with lots of revision materials, including our tailor made revision work booklets. The boys have been working extremely hard with weekly revision and we encourage parents and guardians at home to monitor homework and support their son with revision. As the Quran says, "**My Lord, increase me in knowledge.**"



Miss Henry's Historian Stars of The Week

Over in room 113 each week, a '**star**' is chosen. A boy is selected from each year group, as an example of what an Eden '**star pupil**' looks like. Boys are chosen based on their attitude to learning, contribution during lessons, quality of classwork and positive changes in their behaviour. In addition, winners will have their names placed into a prize draw at the end of each term, with the opportunity to win a **£10 gift card**.



Miss Henry's Stars so far:

Year 7 – Muhammed Siddique, Muhammed Gurjee, Jawden Mia, Shayan Ahmed and Muhammed Shayan Zafar

Year 8 – Zaid Yakub, Hamza Zahid, Aahil Chughtia, Huzaifah Patel and Jaan-Sadullah Celik

Year 9 – Raees Malik, Farhan Patel, Muhammed Adnan Khan, Muhammed Bilaal and Zakariya Sajid

Year 10 – Rayaan Hassan, Muhammed Darsot, Kashif Jamil, Usman Khan and Sahil Raza

Year 11 – Amir Essop, Adam Sheth, Huzaifah Nomani, Hammad Zahid and Mohammed Ashraf

Well done to all the super 'stars' so far.
"may the odds be ever in your favour" to win star of the week!



P.E & Sport



The return of competitive school fixtures: After a difficult period for competitive school sport, the PE department welcomed the return of fixtures and competitions during the Autumn term. Staff and students have been busy attending a significant number of football fixtures across the term. Recently, our Y7 students competed in the district 7-a-side competition. They performed with enthusiasm and competitiveness each week and earned several impressive results against schools across the district. Our Y8/Y9 teams have competed in a number of games in their respective school leagues. Both teams have produced some highly impressive performances, and have demonstrated excellent resilience at times. Our Y10 team are due to compete in a selection of competitions over the next term, and results will follow shortly. Finally, our Y11 team are in impressive form, winning their last 3 games. The boys have produced some exceptional performances, scoring a number of goals along the way! Well done to all of the students who have represented our school football teams during the Autumn term. We look forward to the district cup competitions in March. In addition to the above, the PE department would like to congratulate Muhammad Raiyaan Haji (Y9). Muhammad currently plays for Preston North End (U14's) and has recently been selected for both the Town and County teams at his age group! Well done Muhammad, keep up the outstanding work!

In addition to competitive fixtures, we have offered a variety of extra-curricular sports clubs across the Autumn term. These have included a lunchtime Table Tennis club, fitness sessions,

a KS4 Basketball club and after-school Football for all year groups. The clubs have offered students a great opportunity to further improve their skills, game understanding and tactical competency. Such students are leading the way to a healthy, active lifestyle and will reap the physical, social and emotional benefits of regular sport and physical activity. Next term, we look forward to offering a range of new opportunities, including competitive fixtures in Basketball and Badminton.

Sport trips: Across the Autumn term, the PE Department have organised trips to the Etihad Stadium to watch Manchester City. A number of students across a selection of year groups have taken advantage of this incredible opportunity and have thoroughly enjoyed the experience. First, a group of Y7 students attended the Carabao cup game between City and Wycombe Wanderers. The boys were treated to some exceptional football and had the opportunity to see some of the world's best players in action. Despite Wycombe taking a surprise lead, City won the game comfortably, and our students were treated to goals from Kevin De Bruyne, Phil Foden and Riyad Mahrez. In early November, 29 students from years 7-10 attended Man City's Champions League fixture against Belgian side, Club Brugge. Again, the students were treated to some outstanding football and another magnificent performance from Manchester City. We look forward to future trips to live sporting events and hope that many of our students will continue to take advantage of these incredible opportunities.



P.E & Sport

Year 10 Duke of Edinburgh Award:

After completion of the DofE Certificate last year, we have registered 16 Y10 students for the Duke of Edinburgh Bronze award. During the Autumn term, students have started to complete the volunteering, physical and skill sections of the award. It's incredible to see that a number of our students have embarked on a range of new challenges. Some of these include Muay Thai boxing coaching, cycling, drawing, photography, learning new languages

and undertaking community volunteering. Despite the pandemic, we are grateful of the many opportunities available for the boys to access. We look forward to working towards the expedition across the spring and summer term. Lastly, many congratulations to a number year 11 students who over the summer collected enough evidence to complete the Certificate of Achievement! This is a highly recognised accolade for future careers and aspirations.

Images from our Y11 Football game at Corpus Christi High School:



WHY I RUN

1. Running Improves Your Health

Believe it or not, running is actually a great way to increase your overall level of health. Research shows that running can raise your levels of good cholesterol, whilst also helping you increase lung function and use. In addition, running can also boost your immune system and lower your risk of developing blood clots.

2. It Prevents Disease

For women, running can actually help to lower your risk of breast cancer. It can also help reduce the risk of having a stroke. Many doctors today recommend running for people who are in the early stages of diabetes, high blood pressure and osteoporosis, and it is proven to help reduce the risk of having a heart attack. By helping the arteries retain their elasticity and strengthening the heart, your chances of suffering a heart attack can be significantly reduced.

3. You Might Lose Weight

Running is one of the best forms of exercise for losing or maintaining a consistent weight. You will find that it is a leading way to burn off extra calories and that it is the second most effective exercise in terms of calories burned per minute, following only after cross country skiing.

4. Running Boosts Your Confidence

Not all of the benefits of running are physical. Running can provide a noticeable boost to your confidence and self-esteem. By setting and achieving goals, you can help give yourself a greater sense of empowerment that will leave you feeling much happier.



5. It Relieves Stress

Stress can cause a number of health and mood problems. It can also diminish appetite and sleep quality. When you run, you force your body to exert excess energy and hormones. Running also helps to reduce your chances of developing tension headaches.

6. Running has the Power to Eliminate Depression

When you are depressed, the last thing you likely want to do is to get up and go for a run. However, you will find that after only a few minutes of running, your brain will start to secrete hormones that naturally improve your mood. In fact, there are few things in the world that can better or more rapidly treat depression than exercise such as running.

Running is incredibly beneficial to the body, mind and spirit. You will find that even short runs can leave you feeling more energized, more focused and better able to enjoy all that life has to offer.

If you would like to join the after school running club, please come to see Mrs Goode in room 315 to discuss.

Debate Club

Formal debates can be a powerful teaching and learning tool which allow students to consider a controversial issue and analyse it in depth. Debates can make a refreshing difference; they are active and pupil-led and our students have thoroughly enjoyed learning through this medium.

Our debate members have:

- Discussed significant global past and current issues
- Learnt how to structure their responses coherently using proposition and opposition
- Developed social skills
- Played a variety of games to help increase confidence (see below a list of examples):

Boxing match debates:

The class is divided into two: blue corner and red corner. A pupil is chosen to send forward to “box” from each side. They engage in a short quick-fire exchange on a given topic and when they run out of ideas, they are instructed to ring a bell. Students are sent back to their corners where their classmates act as coaches, giving them ideas for what to say in the next round.

I couldn’t disagree more:

This simple exercise helps to build the skill of thinking on your feet and quick response. The teacher (or pupil) makes a statement and invites another pupil to respond starting with “I couldn’t disagree more because...” and developing their reason. The statements can be light-hearted or serious, linked to the curriculum, current affairs, school issues or totally random e.g. “We should brush our teeth every day”, “cats are better than dogs”, “war is always wrong”, “we should get rid of our school uniform”, “Goldilocks was a very naughty girl” etc.

Some of the weird and wonderful topics we are going to/have discussed so far are:

- This house believes it would be good to be famous
- Children should choose what they learn in school
- This house would ban dangerous sports
- Is digital technology making children’s lives better?
- This house would encourage children to strike for climate change
- Books are better than television
- Children should be paid to go to school
- Computers should replace teachers
- Every child should have a pet



Being a Triple Linguist

As Eden's first triple linguist, I feel very grateful to my school for being able to accommodate my want to study above the average amount of languages. Ever since Year 7, I have looked forward to my language lessons as they allowed me to test my creativity in a unique form. Studying language, I believe, is vital as my ambition is to be a surgeon in lesser-developed countries. Therefore, French, German and Arabic will help me in the future by getting rid of the language barrier, allowing me to fulfil my ambitions with the support of my language teachers.

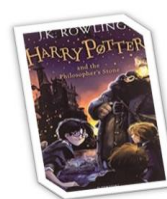
Mohamed Bilaal, Year 9.



Year 8 Arabic

'Learn the Arabic language; it will sharpen your wisdom'

Undoubtedly, the Arabic language remains a vehicle for communication engrained in our collective identity. This term, Y8 Arabic students have been improving their critical thinking skills by producing book and film reviews of their favourite genres, encouraging them to explore the nuances of different authors and producers as well as finding a deeper appreciation for rich languages, like Arabic. Let's have a read of the best reviews:



Book Review of 'Harry Potter and the Philosopher's Stone'

BY MUHAMMED DESAI, 8E

في يوم السبت قرأت رواية مثيرة تُسمى "هاري بوتر وحجر الفيلسوف" من تأليف جي. كي. رولينغ. بطل الكتاب هو فتى اسمه هاري بوتر وهو يكتشف بأنه ساحر فينتقل إلى مدرسة السحر تسمى هوجوارتز وهناك يتعرف على أصدقائه الجدد. ومن خلال عدد من المغامرات يكتشف هاري عن الأسرار في ماضيه. في رأيي ما كان يجب أبداً، كنت سأقرأ بقية الكتب في السلسلة لكن ليس عندي الروايات. بالرغم من ذلك استمتعت بقراءة هذا الكتاب لأنني أحب روايات خيالية و أحب أن أقرأ مراراً وتكراراً.

On Saturday, I read a spectacular book called Harry Potter and the Philosopher's Stone written by J.K. Rowling.

The hero of the book is a boy, Harry Potter, who discovers he is a wizard. He transfers to become a student at Hogwarts, a school for wizards. There, he meets new friends. Through embarking on several adventures, Harry discovers the secrets of his past.

In my opinion, it was never boring. I would have read the rest of the books in the series, but I don't have the novels. Despite this, I enjoyed reading this novel because I love fiction novels and would love to read it again and again!

Film Review of 'Spiderman'

BY SAMEE CHOUDHRY, 8M

في الأسبوع الماضي شاهدت فيلماً بعنوان "الرجل العنكبوت: بعيداً عن المنزل". يدور الفيلم حول ولد اسمه بتر وهو أيضاً الرجل العنكبوت. ذهب إلى أوروبا مع مدرسته وهناك يلتقي بطل آخرى يسمى مستييرو. يعطي بتر نظارته إليه وهذه النظارات تستطيع أن تحكم العالم. مع ذلك، أصبح مستييرو علناً بتر. يواجه الرجل العنكبوت تحديات عندما يحاول أخذ النظارات من مستييرو. في رأيي كان الفيلم مدهشاً جداً لأننا نتعلم أن القوة الكبيرة تجلب معها مسؤولية كبيرة. "كنت سأشاهده قبل الأسبوع الماضي لكن لم تنسج لي الفرصة أبداً. سأشاهد الفيلم التالي عندما يتم إصداره.



Last week, I watched a film called 'Spiderman: Far from Home'.

The film is about a boy named Peter who is also Spiderman. He goes to Europe on a school trip where he meets another hero, Mysterio. Peter gives him his glasses which control the world. But Mysterio is Peter's enemy. Spiderman faces many challenges trying to get his glasses back.

In my opinion, the film was phenomenal as we learn that with great power comes great responsibility. I would have watched it before last week, but I never got the chance. I will watch the next movie when it is released.

We can't wait to share Eden's Next Book

Eden's Family Kitchen

**Every member of staff and pupil at Eden Boys' School,
Preston will contribute, by sharing a dish (starter, main,
dessert)**

Deadline: Friday 14th January

**All profit from sales of the book will be
donated to Noor Food Bank in Preston**

Rabi ul Awwal and Seerah Week

A companion of the Prophet Muhammad PBUH was once asked regarding the conduct and character of the Prophet Muhammad PBUH. This was his reply...

The Prophet Muhammad PBUH was forever smiling, soft natured and lenient. He was not rough, harsh spoken, loud, obscene, fault-finding or quarrelsome. He would not repay a misdeed with another, rather he would forgive and overlook. One describing him would say 'I have not seen anyone like him before him nor after him'

As part of the Faith and Character Education Programme we pride ourselves on here at Eden Boys' School, our students spent a week focusing on the blessed month the Prophet PBUH was born in. There was an extra focus on his Sunnahs (Habits) throughout the week. This is what our students got up to during this week:

1. Everyday in form, students watched a presentation which discussed an event during the life of The Prophet PBUH. The presentations taught our students about how they can better their character by taking lessons from the Prophet PBUH.

2. Students were asked to bring in an item of Sunnah foods to eat at break and lunchtime. Students brought in cucumbers, dates & water, honey, olives, figs, grapes, milk, watermelon, and pomegranates.

3. On Friday, before the recital of Surah Kahaf, all our students and staff listened to a recital of the 40 Durood (blessings and salutations on the Prophet PBUH) by Hafiz Mahmood Desai 11N.

4. On Friday, students were asked to wear an item of Sunnah clothing. It was great to see students coming into school adorned with turbans, skull caps, white thobes, leather socks, black shawls and fragrance.



UK Parliament Week at Eden Boys' Preston

As schools around the nation celebrated our Parliament and democratic procedures, here at Eden Boys' Preston, celebrations were no different. Our students participated in a range of educative and beneficial activities which allowed them to appreciate and pay tribute to our democratic history, processes and procedures.

On Thursday 21st October, Years 7 -9 took part in a virtual tour of the Houses of Parliament. They were shown the prestigious House of Commons and House of Lords. They were given a tour on the History of Parliament and were told about historic democratic processes.

'I have learnt about the Houses of Commons and Lords in PSHE lessons, but to see it in a virtual 3D tour was really beneficial and it helped me to understand how our government works.' – Yusuf Saeed 8M

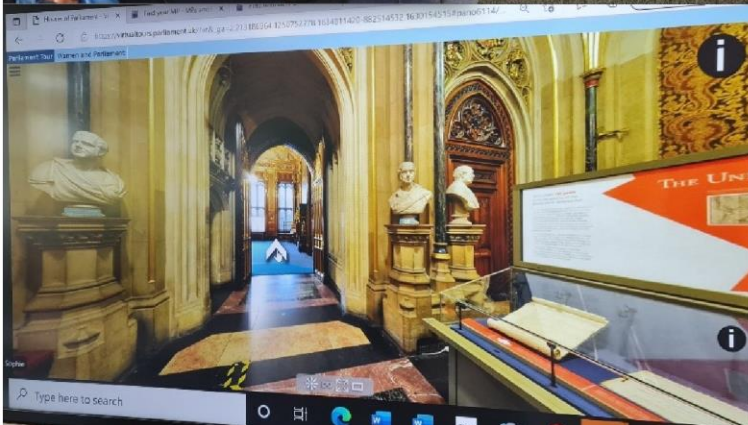
On Tuesday 2nd November, 24 students from Year 9 and Year 10, were treated to a trip to London to see the Houses of Parliament in all their glory. The day started off with a really early train journey to London. After doing some sight-seeing in Westminster, the students went inside the Houses of Parliament and were shown around. They saw the majestic beauty of the two Houses and what they signify. This gave our students a true insight into the very heart of British democracy. The students also had the opportunity to meet Jeremy Hunt MP!

'I had never visited the Houses of Parliament before. To see what happens in the House of Commons and the House of Lords was really special. My favourite part was seeing all the monumental statues in the lobbies.' Muhammad Raiyaan Haji 9M.

To finish off our UK Parliament Week activities, our school was extremely fortunate to have a visitation from Sir Mark Hendrick, MP for Preston. Despite his busy schedule, Sir Mark took some time out to visit our school. He had breakfast with some of our pupils and was taken on a tour of the school. The highlight of the event was the talk he gave to the Year 10 pupils about his political career and achievements. It was so fascinating to learn about the work that he has done. This is what Sir Mark said about his visit:

'It was wonderful meeting the pupils and staff of Eden Boys School. I am glad that pupils from Year 9 and 10 managed to travel to London and visit the Houses of Parliament to learn about how it works and how decisions made there, impact on everyday life. I hope many more pupils from Eden Boys will take the opportunity to visit Parliament in the future and I will gladly meet them if my diary allows. I hope my visit to the school during 'Parliament Week' gave some insight into how and why I entered politics, the wide-ranging job that I do and why I continue to represent the people of Preston. I reiterate my key message of standing up for what you believe in and being the voice for others in the face of adversity. Many thanks for inviting me to your school.'





Winter Fasts Programme at Eden Boys' Preston

Abu Huraira (ra) reported: The Prophet Muhammad, peace and blessings be upon him, said, "The deeds are presented on Monday and Thursday. Thus, I love for my deeds to be presented while I am fasting." (Tirmidhi)

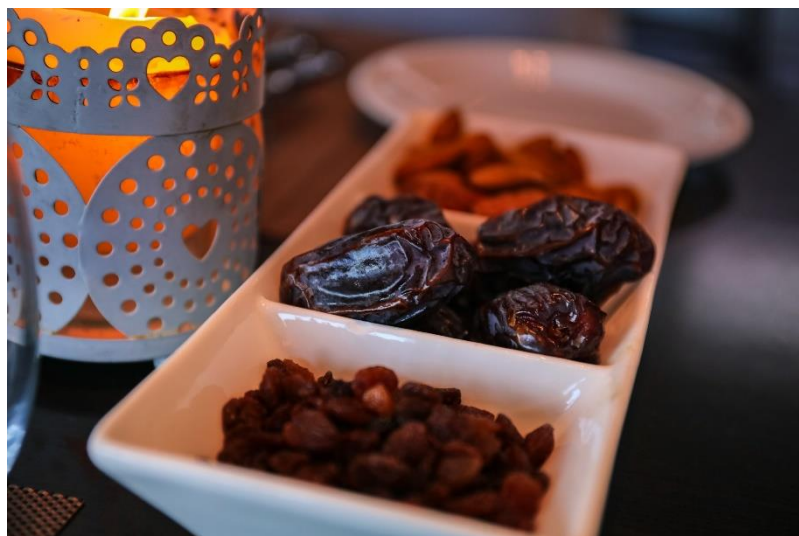
Abdullah ibn Amr reported: The Prophet Muhammad, peace and blessings be upon him, said, "Verily, the supplication of a fasting person is not turned away at the time of breaking fast." Abdullah would say when breaking fast, "O Almighty, I ask You by Your mercy, which encompasses all things, to forgive me." (Ibn Majah)

As the dark yet comfy nights of Winter dawned upon us, this gave us the perfect opportunity to strengthen our connection with the Almighty by keeping the Sunnah (habit of the Prophet PBUH) fasts every Monday and Thursday. The Prophet PBUH used to fast every Monday and Thursday because 1) he was born on a Monday, 2) as per the Hadith (Prophetic narration) above and 3) the divine revelations started on a Monday.

At the beginning of Autumn 2, we encouraged all of our pupils to keep the 12 fasts between the beginning of the half term until the end. So far, approximately 116 students have embarked on the challenge. What a fantastic achievement! We will award students according to how many fasts they keep.

PLATINUM	12 Fasts
GOLD	11 Fasts
SILVER	10 Fasts
BRONZE	8 Fasts

We pray to the Almighty that he accepts the fasts of our students and places it in their record of good deeds. Ameen.



Student Shura at Eden Boys' Preston

Shura means consultation in Arabic. Here at Eden Boys' Preston, we love to give our students an opportunity to consult with their peers and teachers on how to improve the school. In September, each Form held a rigorous election process to elect 2 members from each Form to represent their Form in the Student Shura, otherwise known as the Student Council. The Student Council in each Year

group meets with their Head of Year once a half term. Suggestions and ideas are brought forward. We also have a Whole School Student Shura. 2 members from each Year Group form the Whole School Student Shura. They then meet with the Principal. A fruitful discussion takes place and all ideas and suggestions are discussed.

Please meet the Student Shura at Eden Boys' Preston!



Year 11	Year 10	Year 9	Year 8	Year 7
11I	10I	9I	8I	7I
M Unais Bapu	Yaqoob Amla	Umair Mustafa Khan	Mus'ab Patel	Rayyaan Patel
Yahya Chhadat	Muhammad Dar	Rayhan Desai	Jaan Sadullah Celik	Essa Patel
11M	10M	9M	8M	7M
Affan Iashari	Rayyan Hassan	Ibraheem Saeed	M Siddeek Desai	Jawden Ali Mia
Salman Desai	Muhammad Darsot	M Bilal Patel	Yusuf Saeed	Ahmed Munshi
11A	10A	9A	8A	7A
Muhammad Ally	M Shafiq	Omar Farooq Bodi	Aahil Chugtai	Muhammed Siddique
Ayaz Ali	Rayyan Tailor	Arsh Shaikh	Huzaifa Syed Hussaini	M Siraj Azam Akib
11N	10N	9N	8N	7N
Joy Juber Alom	Ismail Valli	Aadil Patel	Asiful Mannan	Abdurrahman Desai
M Shafeeq Hassan	Abdussalaam Alwaked	Isa Zaman	Talha Mohtat	Ibrahim Hussain
11E	10E	9E	8E	7E
Hanash Amanat	Haddi Ali	Gazi Emin Korkmaz	M Yameen Hansrot	Abdur-Rahman Desai
Ayman Badi	Yasin Alam	Muhammad Sheth	Muhammad Ahmed	Muhammed Zakariyya Patel

Year 11	Year 10	Year 9	Year 8	Year 7
M Unais Bapu	Muhammad Darsot	Ibraheem Saeed	Yusuf Saeed	Jawden Ali Mia
Joy Juber Alom	Yasin Alam	Muhammad Sheth	Huzaifa Syed Hussaini	Muhammed Siddique

Morning Reflections

'And remember your Lord; remembrance benefits the people'
(Quran)

The above verse encourages people to remember the Almighty at all times. We want our students to remember the Almighty as well as reflecting upon their actions during the day. We also want students to start the day off with the remembrance of the Almighty. This will enable our students to find peace, start the day off calmly and help them to build a stronger connection with the Almighty.

As of September 2021, when our students arrive in the morning, during form time all students have been spending a few minutes silently performing some 'Azkaar' (supplications of remembrance). We pray that the Almighty accepts their supplications and makes it a means of contentment and peace for our whole school community. Ameen.

See below what our students have been reciting.

Morning Reflections

اللَّهُمَّ أَنْتَ رَبِّي لَا إِلَهَ إِلَّا أَنْتَ خَلَقْتَنِي وَأَنَا عَبْدُكَ وَأَنَا عَلَى عَهْدِكَ مَا اسْتَطَعْتُ أَعُوذُ بِكَ مِنْ شَرِّ مَا صَنَعْتُ أَبُوءُ لَكَ بَذْنِي وَأَبُوءُ لَكَ بِنِعْمَتِكَ عَلَيَّ فَاعْفِرْ لِي فَإِنَّهُ لَا يَغْفِرُ الذُّنُوبَ إِلَّا أَنْتَ

Allahumma Anta Rabbi, la ilaha illa Anta, khalagtani wa ana 'abduka, wa ana 'ala 'ahdika wa wa'dika mastata'tu, a'udhu bika min sharri ma sana'tu, abu'u laka bini'matika 'alayya, wa abu'u bidhanbi faghfir li, fa innahu la yaghfirudh-dhunuba illa Anta

O Allah! You are my Lord. There is no true god except You. You have created me, and I am Your slave, and I hold to Your Covenant as far as I can. I seek refuge in You from the wrong of what I have done. I acknowledge the favours that You have bestowed upon me, and I confess my sins. Pardon me, for none but You has the power to pardon.



Eden Boys



Part of Star

Morning Reflections

33 Times	33 Times	34 Times
سُبْحَانَ اللَّهِ	الْحَمْدُ لِلَّهِ	اللَّهُ أَكْبَرُ
May Allah be Exalted	Praise be to Allah	Allah is the Greatest

اللَّهُمَّ صَلِّ عَلَى مُحَمَّدٍ وَعَلَى آلِ مُحَمَّدٍ كَمَا صَلَّيْتَ عَلَى إِبْرَاهِيمَ وَعَلَى آلِ إِبْرَاهِيمَ إِنَّكَ حَمِيدٌ مَجِيدٌ اللَّهُمَّ بَارِكْ عَلَى مُحَمَّدٍ وَعَلَى آلِ مُحَمَّدٍ كَمَا بَارَكْتَ عَلَى إِبْرَاهِيمَ وَعَلَى آلِ إِبْرَاهِيمَ إِنَّكَ حَمِيدٌ مَجِيدٌ

Allāhumma ṣalli 'alā Muḥammadin wa 'alā āli Muḥammad (in), kamā ṣallayta 'alā Ibrāhīma wa 'alā āli Ibrāhīm (a), innaka Ḥamīdun Majīd. Allāhumma bārik 'alā Muḥammadin wa 'alā āli Muḥammad (in), kamā bārakta 'alā Ibrāhīma wa 'alā āli Ibrāhīm (a), innaka Ḥamīdun Majīd.

O Allah, send prayers upon Muhammad and upon the family of Muhammad just as You have sent prayers upon Ibrahim and upon the family of Ibrahim, verily You are the Praiseworthy, the Glorious. O Allah, bless Muhammad and the family of Muhammad just as You have blessed Ibrahim and the family of Ibrahim, verily You are the Praiseworthy, the Glorious.



Eden Boys



Part of Star

Staff Wellbeing

We took part in Unison's Stars in Our Schools to celebrate our school support staff. They truly are remarkable.

Throughout the challenges of covid, our support staff embraced many challenges including:

- Photocopying and organising thousands of work packs during the first lockdown
- Supporting our vulnerable learners through phone calls, visits and supporting their mental health and wellbeing
- Supporting all learners through lockdown
- Learning environments team coming in daily during lockdown to keep the site clean for the children of key workers and vulnerable pupils
- Delivering food packages and meals to the vulnerable in our community
- Delivering gifts of appreciation to the Covid heroes in our local community
- Supporting with all aspects of contact tracing

They continue to always seek creative solutions to support school development, always go the extra mile to support colleagues and have superpowers to be able to deal with a thousand things at once whilst remaining calm and positive. We would be lost without you. Thank you so much.





Eden Boys' School, Preston

Eden Boys

SCHOOL TERM AND HOLIDAY DATES

2021 - 2022

(All dates are inclusive)

AUTUMN TERM 2021

Staff Inset Day - 1	Wednesday 1 st September 2021
Re-open (for students) on	Thursday 2 nd September 2021
Mid Term Closure	Monday 25 th October - Friday 29 th October 2021
Closure after school on	Friday 17 th December 2021
Christmas Holiday	Monday 20 th December – Monday 3 rd January 2022
Number of openings	72

SPRING TERM 2022

Staff Inset Day - 2	Tuesday 4 th January 2022
Re-open (for students) on	Wednesday 5 th January 2022
Mid Term Closure	Monday 14 th February - Friday 18 th February 2022
Closure after school on	Friday 1 st April 2022
Easter Holiday	Monday 4 th April – Monday 18 th April 2022
Number of openings	58

SUMMER TERM 2022

Re-open on	Tuesday 19 th April 2022
May Day Closure	Monday 2 nd May 2022
'Eid ul Fitr 1443 * holiday	Tuesday 3 rd May and Wednesday 4 th May 2022 *
Mid Term Closure	Monday 30 th May - Friday 3 rd June 2022
'Eid ul Adha 1443 * holiday	Monday 11 th July and Tuesday 12 th July 2022 *
Closure after school on	Friday 22 nd July 2022
Number of openings	59

TOTAL NUMBER OF OPENINGS **189**

Staff Insets - two full days and six twilight sessions

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

Revised - June 2021



Eden Boys



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