

The Lionheart

EXCELLENCE # LEADERSHIP # LEARNING



King Richard School: **STEP INTO SUMMER 2018**

Welcome

FROM THE PRINCIPAL Mr R Sproson
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I would like to begin this copy of *The Lionheart* by offering my thanks to all those who were involved in the production of the Easter edition. I have always enjoyed picking it up - or nowadays clicking open - as more or less the first thing I do when I get home after breaking up for the holidays. I thought the last one was the best I have read since being at the school. In terms of content, I felt it really showcased all that is good about KRS in an extremely professional format. Thanks go to Mr Purdie, Mrs Smith and their team of student journalists for their hard work. I am sure that the bar has now been set and will remain consistently high!

From a personal perspective, I have thoroughly enjoyed my year at the helm

and I do feel that the school has continued to make progress throughout the year. This is not only my view but has been ratified by a number of visitors. Whether it is visitors from UK universities keen to see (and subsequently share) our good practice, colleagues from within BFC and MOD Schools, parents and community leaders, or professional UK education bodies – the one thing they all have in common is fantastic feedback.

Whilst the school has not been visited by OFSTED this year, we have sought other more developmental routes for school improvement. A great example of this is our work with the *Students' Schools and Teachers Network* (SSAT). Their *Leading Edge* component is a group of the highest performing schools in the UK. King Richard School is now a privileged member of this group. Within this

framework we have worked to gain accreditation in the areas of 'Climate for Learning' and 'Leadership with Moral Purpose'. This process involves a range of activities including self-reflection, visits from other *Leading Edge* schools and an external moderation by a SSAT consultant. Within both of our submission areas we were awarded the highest 'Transforming' category. These accreditations allow us to focus on what we are doing as a school to ensure that the provision the students receive is of the highest quality and, beyond the academic, that we are developing young people who are ready to take their next steps.

Classroom provision remains at the heart of all we do and 'challenge' remains a key tenet of our school's development plan. We are ably supported in this by our governance committee through our strategic vision. Classroom





our Sixth Form and we give our best wishes to those who move on to the next phase of

provision being a 'given', there will be many things within this magazine that outline how the standard UK curriculum has been enriched. I am sure you will enjoy reading about the visit of Newcastle University, Carnegie Readers, Exploring Authors, Arctic Explorers and – most recently - the KRS performance of *A Midsummer Night's Dream*. As well as this enrichment from within school, it was lovely to get the opportunity to fully support 2 Royal Anglian's Talavera Day and federated activities with St John's School such as the Summer of Sport and the Swimming Gala.

Community spirit is an important factor of our work and that has been evident both in and outside BFC. We invited our ESBA connections to our Great Get Together to celebrate community cohesion and we have also enjoyed working

on developing our links with the High School in Xylotymbou and Highgate School in Nicosia. It was great to give something back to the ESBA and Cypriot communities as we carried out a beach clean on the beaches within the area.

I said during our Celebration of Achievement evening that sharing in the success of the students we teach is one of the biggest attractions to the teaching profession. It is particularly the case at KRS as we see our pupils move on to new things much more often due to the highly mobile nature of our military world. This is particularly the case at this time of the year. We have said goodbye to our Year 11s, and fully enjoyed the prom that they organised. It was a very fitting party to end their time at KRS and we look forward to seeing some of them return to

education elsewhere.

Every year, we wave goodbye to many students but we also welcome new young people to our school. We have already met the Y6 students during our multi-faceted transition programme: our new Year 7 received a taster of secondary education and what makes KRS tick. We have enjoyed working with them on our Core Values Week and I am sure this will mean they make an excellent start in September.

And on that note, I will leave you to enjoy this copy of *The Lionheart* and hope you have a fantastic summer. We look forward to seeing you all for the new academic year on 5th September.



EXCELLENCE • LEARNING • LEADERSHIP
KING RICHARD
 SCHOOL



THE GREAT GET TOGETHER

IN HONOUR OF JO COX

This year KRS hosted our first Great Get Together picnic! The Great Get Together is inspired by Jo Cox, the MP for Batley who was killed on 16 June 2016. We believe there is a groundswell of people who simply want to bring our communities together and celebrate all that unites us (rather than focus on our differences). This was our chance. As the prime minister said, when she remarked on Jo's death in her New Year's message 2017, we have an opportunity to move forward and "bring this country together, as never before".





"We are far more united and have far more in common than that which divides us".
Jo Cox, first speech to parliament

Get Together gatherings of all different shapes and sizes were organised around the UK (and a few in Belgium and the Netherlands) but we were very proud to be the furthest away – and the only one in the Mediterranean!

Thank you so much to everyone who came from our community: brought food; baked cakes; played football; sang songs; played instruments; wore silly glasses; blew up balloons; helped with setting up and clearing away; took photos; told jokes; shared a chat over a coffee and contributed to an absolutely wonderful time. We are so glad you came and can't wait for next time.

The message behind The Great Get Together is a simple one taken from Jo's maiden speech in the House of Commons, '**We all have more in common than that which divides us.**'





#Excellence #Leadership #Learning

Reporter: Cameron Duncan



Last term, we were invited to a dodge ball tournament with local school, Xylotymbou High. As a part of the day, we learned some of their traditional Greek dancing but mostly played their favoured sport - dodge ball. As the event was such a success, we organised a rematch: this time on a much-bigger scale at KRS.

Year 7 and Year 8 were all involved. On the day, we were split into groups of approximately eight-man teams: boys and girls were mixed across the different schools. I made lots of new friends who I had a good bond with as we all loved dodge ball and sports. The tournament was lots of fun as I found that, as we played more and more games against each other, we built up

team relations and became more skilled at anticipating our opponents. We all worked together, as did other teams. My team made it to the finals where I faced my KRS mates so it was very intense. Amazingly, my team won the



RE-MATCH: King Richard School vs Xylotymbou School

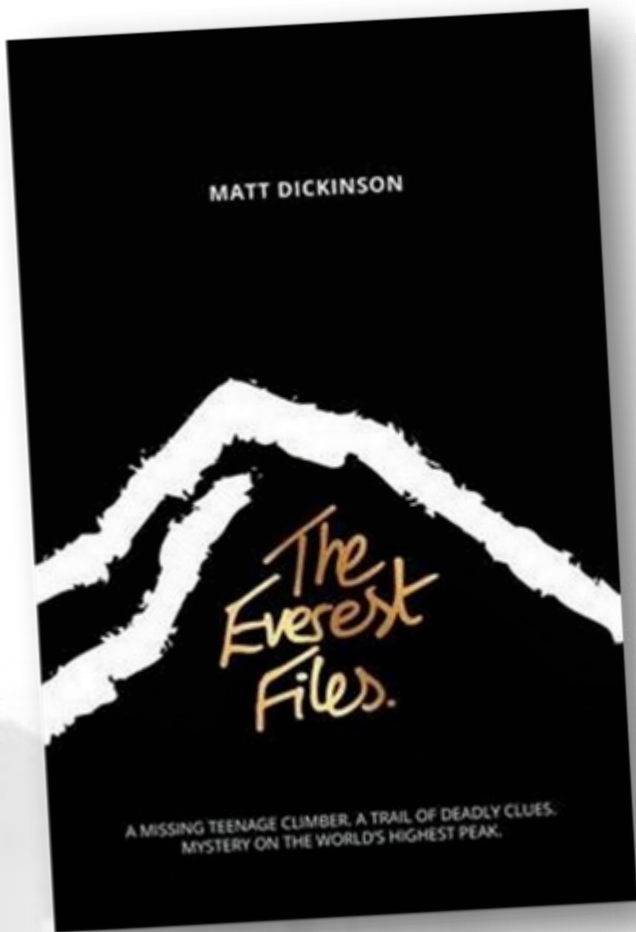


tournament and we had a group picture with the Principals of both schools.

After our victory and a celebration with my team, we all headed up to our tuck shop area, where most of our students spend their breaks,. There, we had a small music session where some of our students, who are in the school's choir, performed along with

Xylotymbou's. We sat down, chatted and ate together, then we had a dance. This time, we learned the second part to the dance they had taught us at their school.

Overall, it was a very fun day: every participant showed the Core Values of Learning, Leadership and Excellence.



your return. In addition, we learnt of the physical impact Everest can have, like frostbite or even death. You would have to battle the terrain, with deep crevasses in the rock and powerful storms that roll in swiftly without warning. This was interesting to consider when faced with a task such as climbing Everest. With this information, we wrote descriptive pieces about what we would miss most on an expedition to Everest, and how we would cope with the mountain's conditions. We finished with a piece entitled, 'My Everest,' where we explored the challenges we have faced – or face – in our own lives.

As well as informing us about Everest, Matt also told us about his writing career. In 2014, his book *The Everest Files* was published, and Matt used his own experiences during his time on Everest for inspiration and reference. The book showcases a thrilling tale of how the goal of climbing Everest can lead to evil and corruption. Furthermore, Dickinson has previously been a filmmaker, creating documentaries for National Geographic, Discovery Channel and BBC, but now focuses mainly on his writing career. We were also informed about Matt's most recent book, published in 2016, the action packed *Lie Kill Walk*

Reporter: Bethany Davis

King Richard School were honoured to welcome Matt Dickinson, journalist and author, on Monday 23rd of April. He offered an English writing workshop to some of the students, in which I was included, along with the rest of the Y10 year group and he worked with other students throughout the day. He began by presenting a fascinating whole-school assembly on his adventures in the Himalaya and the Antarctic.

In the writer's workshop, Matt provided us with captivating imagery from his trip to Nepal. We learnt about what you would have to face on the

mountain and the extreme mental focus needed; along with the knowledge that you will be leaving parts of your life behind for months and the uncertainty of



Away, which is about two teenagers who are faced with the knowledge that a major terrorist attack will occur. The workshop provided an interesting insight to the experience and hardships of conquering Mt. Everest, as well as supplying us with the details of being an author.



My 'Everest' - Luke Oliver-Wood



One of my goals was to win the ISA National Rugby Sevens as it is an amazing achievement: it is one of the hardest rugby events to win at my age in the UK at school-level which meant I probably would fail... and I did. Actually, I failed twice before succeeding, but it was definitely worth it. Many, many people can't win it. Failing the first time wasn't so bad but failing the second time made me want to give up and not try again. Though now I'm glad I didn't give up but chased my dream... Everyone cheering for you as you go to collect your medal for the first time is incredible.

In the final we were against Lord Wandsworth College: a team that play at the highest level (and former England rugby star Jonny Wilkinson's alma mater.) We honestly thought we were going to get trampled on or beaten until our bodies would shatter but we still stuck at it. We didn't care about winning at that point, it was already a big achievement to get that far. If I ever get to the final again it will be fantastic. We were all so proud to win such a big event, even getting through to the qualifiers is an achievement for many schools or clubs.

But all that fun stuff... doing sports most days,

being excused from lessons and mainly stopping at KFC to get plenty of chicken just went: we left the UK and moved to Cyprus. Great! Now I had to concentrate on the academic side of school. Well at least act like I was doing work. Isn't school just amazing like, seriously? Weirdly though....NO! Not. At. All. It's the complete opposite. Anyway my goal right now is to do well in school and get good grades. I know that's a hard target but it's achievable if I stop being a 'typical boy' as some say, try my hardest, and stop worrying about getting it wrong. I plan to put what I learned on the rugby field into the classroom: pick myself up from failure and keep trying.



Now for "My Everest": my goal for life. I want to help kids achieve what they want through sport. Although little kids just irritate me (like the ten thousand Year 7s at KRS), I still want to help them. Most kids just say they want to become a professional rugby or football player - to be rich and famous. What they don't realise is all the effort and training they have to go through to become one of the top sports stars. I wanted to become a professional footballer like most of my friends and follow the footsteps of my dad and uncle, but it isn't as easy as I thought. All the training, matches, signing contracts, playing to your best every week and sometimes for scouts, all of it tires you out. I couldn't do it anymore. This is why I would like to help kids achieve what that want in sport and help them be the best they can be. That is my ultimate goal. To proudly say 'I helped him or her to get to where they are and to become who they are today'.



A MIDSUMMER NIGHT'S

Produced and directed by [Name]



“I’m really looking forward to doing the play tonight, but I don’t want it to end.”

This was the confession of one member of the *A Midsummer Night’s Dream* cast just before the final performance. It has been a pleasure to see: not only the performance skills and confidence of all those involved in the play develop over the last couple of months; but also the friendships between cast members too.

MMER DREAM

ected by Miss Field



On my first day at KRS, Courtney Duncan and I walked around the school, looking for unusual performance spaces as part of her Performing Arts lesson. As soon as we got to the St Barnabas Church garden we started talking about *A Midsummer Night's Dream* – all the paths and levels the garden provides for characters to jump out of and act across. By the end of the year, with the help of so many committed and generous students and staff, those initial ideas were brought to life.

The play was also part of Courtney's Performing Arts BTEC. As part of her exam, Courtney must perform in a play and chart the development of her character over the rehearsal period in a portfolio. Definitely the most enchanting and delightful exam I've ever experienced; the evening had a magical atmosphere with jazz music floating across the garden, playful comic turns, delicious fruit coolers and cakes, all lit by fairy lights. Indeed, I had to ask myself, "Are you sure that we are awake? It seems to me that yet we sleep, we dream?"



Sports



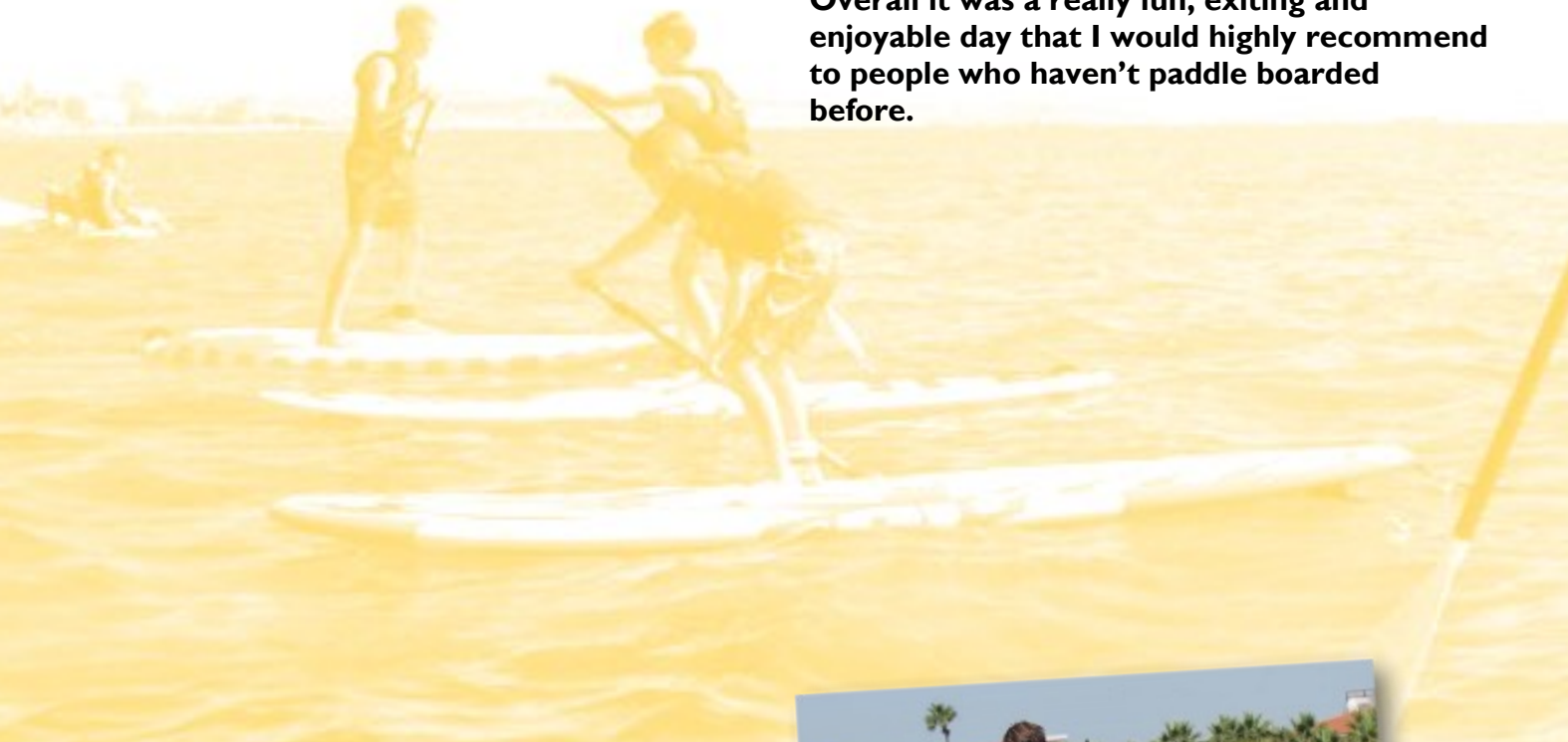
Paddle boarding, Mackenzie Beach: Cameron Duncan reporting

Doing activities in the sea is always fun, but doing them with your mates is even better! I, along with lots of my friends, went along to the paddle boarding trip and had a load of fun. The best part of KRS is the community; we all have things in common and, due to this, children from a wide variety of year groups (7-9) came along to the paddle boarding trip.

In my opinion it was really fun and a great way to enjoy time with my mates and to cool off from a boiling day. I really enjoyed the trip and I'm

really grateful that our school gives us the opportunity to take part in such amazing events. After we had ventured off to sea for a while and taken lots of photos with our friends, we were challenged to lots of tasks involving difficult tricks on the paddle board.

Later that day, we all went back to the beach and ate our lunch and played games of beach football and volleyball. Shortly after, we went back in to the sea and played with our friends and had some swimming time before we headed back to school for our final period. Overall it was a really fun, exiting and enjoyable day that I would highly recommend to people who haven't paddle boarded before.







GAME ON!

2018



Reporter: Miss Sharpe

SUMMER SPORTS



The Summer of Sport Festival took place at King Richard School. The Festival was a Federated House event where KS3 students from St John's School and King Richard School took part in a mixed team competition. Students were given the opportunity to choose their preferred sport from a choice of Rounders, Water Polo, Ultimate Frisbee or Tag Rugby.

The Festival was a great success, exhibiting a multitude of talented students across the various sports. In addition, the students adopted and displayed many of the key strands outlined in our Core Values of Learning, Leadership and Excellence. Although the competition was a close call, overall victory was awarded to Apollo House for the second year running. Congratulations Apollo!



Football



Reporter: Sam Cox



This Year KRS was fortunate enough to play in a school football league with St John's, Foleys and Heritage Schools. Our team showed a combination of different skills and traits that helped us win the first game of the season in the last four minutes with a header. That gave us a huge confidence boost for the rest of the season. Luke Oliver- Wood was the man of the match as he scored two and had two assists. Our confidence didn't last long though: we were beaten against St John's who

went on to win the season. All the teams were good at their game and it was a struggle against all of them; especially Foleys as their keeper was a semi pro who – though only small - made many good saves. This season there has been some stand-out players on the KRS side, including Sam and Jake Davidson. Over the year, KRS scored at total of twenty-six goals: eleven goals from Luke; eleven from myself; and one-a-piece from Kyan Dixey, Harley Haig, Sam and Jake Davidson. We were all very proud of our performances and hope we can do as well or better next season: fingers crossed football comes home to the ESBA!



#EXCELLENCE #LEADERSHIP





Swimming Gala



The day started off with the bus journey up to SJS. Once we got there we were sent up to the changing rooms to get ready and started as soon as possible. As we got down to the pool we were greeted by some helpful year 10's and got put into our events. It was Apollo against Poseidon so we were working in collaboration with the other school. We only had six Poseidon girls in Y9 so lots of effort was needed, but fortunately we got some help from the younger years. Once all the events were over the scores were announced and Apollo got "another" victory, ironically, as Poseidon is the God of the sea...hmmm. But overall it was a really good day and very cooling.

Reporter: Flo Remzi



KS3 Geography in the field

Year 8 Rivers Project: Troodos: Mille Baxter reporting

Sykopetra



On the 15th of May 2018, all of Year 8 went on an educational visit to Troodos, at a site just before the Kouris Dam, to study different aspects of a river. Throughout the day we worked in groups of 3 or 4, positioned at a variety of stages along the water.

We had to work as a team to gather the information that we could further use in school on our river case study.

While we were there, we used a variety of specialist equipment to gather the information, taking it in turns to lead the activities. We measured the depth of the water; how wide the river was; the wetted perimeter and the velocity, recording our findings as we went.

During the course of the day, my favourite part was standing in the river, getting wet, measuring the velocity. Whilst completing this activity, we had to work together standing 5 metres apart to let the ball flow down the river. The third member of our group was timing how long it took and we were able to then calculate the velocity from this information. I learnt that the part of the river we studied was the upper part of the middle course of the river and the deepest part of the river where we were, was the middle.

It was a most enjoyable day and this allowed us to get a first-hand experience of rivers – which can be tricky to find in Cyprus!



Sykopetra

EXCELLENCE # LEADERSHIP # LEARNING

Year 9 Impact of Tourism: Phoebe Smith

This term, Year 9 class went on a trip to Protaras. We went to develop our in-class study, looking at the positive and negative impacts of tourism. We carried out a number of surveys such as a pedestrian count, a survey of land use, and a traffic count across four different sites to evaluate impact.

Starting at our control site - agricultural land, we could begin to see just how much Protaras had changed. The land there was green and ripe with crops and you could hear farm animals around the corner. There were barely any pedestrians walking past. Vehicles were also very sparse and buildings either derelict or partially occupied.

After that we moved onto another site - the amusement park and mini golf area. Here, the street provided low order shops and services. The greenery here had been significantly cut back and only dotted around on the sidewalks.

Our third site was at the beach. You could see the difference tourism was making as there were many luxury hotels, higher order facilities and ongoing construction sites, showing the generation of money and jobs. The fourth site was the centre of Protaras, along the main street. Here, we also carried out social questionnaires, asking tourists and locals their opinions of the impact of tourism. Some thought it



had changed for the worse because the agricultural land had been destroyed to build hotels but that it did create jobs for the locals. Back in the classroom, we analysed the data we had collected and 75% of people interviewed believed that Protaras had been much improved because of tourism.





Olivia Bedward reporting:

Throughout the week we did multiple activities, one for each Core Value.

#LEADERSHIP: On Monday, we had a day full of team building activities – some outside, some inside. The activities were: the spider web, maths quiz, tunnel and ball, and a RE quiz.

#EXCELLENCE: On Tuesday, we had a day down at the beach where the team activities encouraged us to be the best we could be. We had a rotation of sand and sea-based activities, went in the water multiple times and topped the day off with some ice cream. We were split into mixed groups and had our leader help us in each activity. We all had fun, even if we didn't win in the end.

#LEARNING: On Wednesday, we had a design day at the Annexe. All the Year 6s made their own digeridoos. Meanwhile, the Year7s helped out and even managed to create some art of their own in the form of clap sticks.

Finally, On Friday Year 6s had a “normal” day in lessons to see what life at KRS is like in the classroom.



Current KRS Year 6s and our new Year 7s from St. Nicholas' school

core values week



7s welcomed
from Dhekelia
as primary
ols

Values Week



EXCELLENCE # LEADERSHIP # LEARNING



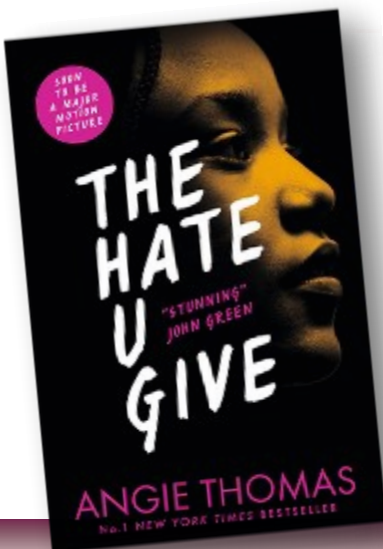


The Carnegie Readers is a UK organisation put together to encourage young adults and children to read more (and grown-ups too!). Every year they compile a shortlist from one hundred new books and send eight to schools, so they read and vote for the one they think should be the **WINNER**. Once we select our chosen books we go online and write reviews, seeing other recommended books and reading what young people across the UK think of them, too. In school, we met every week on a Thursday at second break to read our books and share our ideas with others. And best of all we get snacks! (Yummmmm! Sorry if I made you hungry.)

Personally, my favourite book was “The Hate You Give” (THUG) by Angie Thomas. I really enjoyed this book because living in Cyprus has many upsides and one of them is the fact that we all may feel as if we live in a little bubble of safety. This was a really good read because it was a fictional story but yet it seemed so real and very essential in the modern world: it dealt with race and inequality in modern America. The book has been banned in some parts of the USA because of how frankly it deals with gangster culture and

violence. What I liked most is the teenage girl’s perspective – Star - as I could empathise with her and hearing her ‘voice’ got me under her skin. Throughout reading, I cried and laughed.

Another book I read was “Beyond The Bright Sea”. It was an enjoyable read but I feel that the author needs to work a little more on writing convincingly as a twelve year old. Like me, Mr Purdie’s favourite was THUG; whereas Mr Sproson felt that Rook was the most enjoyable. I should also say that Mr Sproson challenged himself to read all eight books in six weeks – the only member of KRS to do so! Mr Purdie came in a poor second at six books in six weeks. Most of the Carnegie Club read on average of 2-3 books; After the Fire was extremely popular – this was written from the perspective of a teenage girl growing up as part of a cult. I think this was both Mrs Smith and Miss Ferris’ favourite. The UK national winner was Where the World Ends which is based on a true story on the Scottish island of St Kilda – this was number one amongst our Year 7 boy readers.



Turtle Watch

Reporters: Miss Hill & Millie Baxter

On the 2nd of July 2018 the Pupil Leadership Team and the majority of Year 7 headed out of school to visit the beach where we learned about the turtles that come ashore to nest in the Dhekelia area. We were very fortunate that a turtle had laid her eggs the previous night and her turtle markings were still visible in the sand; a wonderful sight to see.

Whilst at the beach, we also had the opportunity to help clean up the water sports area by picking up litter that could potentially harm the turtles that nest there. Overall it was a very informative and educational visit. We hope the conservation message is now spread across the wider community in Dhekelia to keep our beaches clean and safe for turtles and other marine life.

“The trip to the beach to learn about turtles and to clean the beach was really informative. We learnt about both green and loggerhead turtles. We discovered how turtles make nests and lay their eggs and then the female returns to the sea. We also learnt how turtles return to the same beach where they were born in order to lay their own eggs – they have their own GPS! It was sad to learn about the dangers that turtles face. For example from foxes, vehicles, fishing nets and rubbish. It is so important that we don’t litter the beaches and in particular that we are really careful when disposing of our plastic rubbish.” **Millie Baxter, Pupil Leadership Team.**



GAMING

SMSC AND COMPUTING

In a joint-project between SMSC and Computing , Matthew Wragg (Year 9) investigates the impact of online gaming on mental health.

Problems Associated with an Addiction to Video Games



PSYCHOLOGICAL

Some people dealing with an addiction to video games may struggle with issues such as depression, low-self-esteem, high stress levels, and shyness / social anxiety. If they recognise the problems that excessive gaming is causing yet are unable to control it, they may also experience feelings of shame, guilt, or a sense of powerlessness.



PHYSICAL AND HEALTH

Obviously, if one's weekly activities are largely comprised of playing video games, health (and sometimes personal hygiene) may be neglected. People with an addiction to video games may no longer take part in previously enjoyed physical activities or exercise, may develop poor sleeping habits depending on gaming schedules, and may often choose unhealthy foods that are simply convenient to eat while gaming.



FAMILY

An addiction to video games can cause problems within the family. For example, parents of a teenager who is addicted to video games may tolerate excessive gaming for a while (and hope that it goes away by

itself), but if their child shows no signs of getting their gaming under control they will eventually demand change. The teen may become angry at his parents for "interfering" in his life, deny that it is causing any problems, and claim that it is "none of your business".



FINANCIAL

Even for players who are not addicted, video games can be a very expensive form of entertainment. It is very easy to spend thousands on computer upgrades, new gaming consoles, subscriptions to online services, newly released games, and the latest expansion packs. Occasionally, adults with an addiction to video games may lose their job due to poor performance (for example, prioritising gaming over job responsibilities, playing games while at work, frequently showing up late, or missing work entirely in favour of gaming).



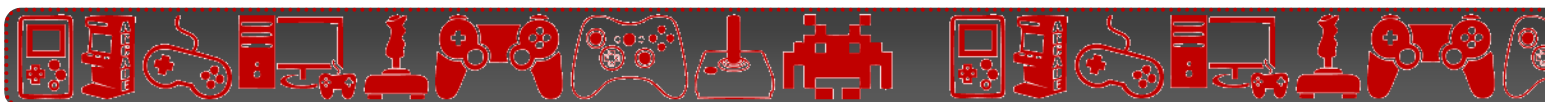
SCHOOL / UNIVERSITY

Academic success is often one of most obvious casualties of video game addiction. Children, teens, and university students who spend all their free time playing video games will almost certainly see their grades deteriorate. They may ignore upcoming deadlines, promise to study "tomorrow", deny that they have homework, and rush through assignments so that they can continue playing.



INTERPERSONAL IMPACT

As someone addicted to video games spends more and more hours in front of a computer or television screen, time spent with other



people (friends and family) necessarily decreases. One-to-one contact with others is minimised and online / virtual contact is increased. For those who rarely spend time with others in person, friends online, made through gaming, may not



prevent a gaming addict from feeling socially isolated and disconnected from the world around them.

WHAT IS PEGI? PEGI is a ratings system to help gamers (and their parents or guardians) choose the right games for them. **PEGI RATINGS**

EXPLAINED:

PEGI 3 The majority of games in this category do not contain anything that requires rating or warrants in their content. Games given this rating are considered suitable for all age groups. Some violence in a comical context or child-friendly setting is acceptable, as is nudity when shown in a completely natural and non-sexual manner such as breast feeding.

PEGI 7 Any game that would normally be rated at 3 but contains some possibly frightening scenes or sounds may be considered suitable in this category. A little more violence is permissible at PEGI 7. It is always unrealistic and often directed towards fantasy characters, though very mild or non-realistic violence to humans may also feature. Implied violence (for example the bombing of a city where violence is not seen directly) is also dealt with at this level.

PEGI 12 At a PEGI 12 level more graphic and realistic looking violence towards fantasy characters is allowed. Any violence towards human characters must look unrealistic unless it consists of only minor or trivial injury such as a slap. Sexual posturing of the type often seen in music videos is also allowed at this level as is sexual innuendo. Some bad

language is allowed but it can be no more than mild swearing. PEGI 12 is the minimum rating a game which teaches or encourages gambling can receive, though the descriptor also appears on PEGI 16 and PEGI 18 games. A game at this level may feature horror content such as strong threat and dread or graphic injury details.

PEGI 16

At the 16 level you can expect to see more mature and realistic violence against human characters. The game may deal heavily with death and injury to humans. Gory and bloody violence may be included at a PEGI 16 level but only if the game is arcade style. Sexual activity can be shown but it must not include visible genitals. Depictions of erotic nudity may feature. The worst forms of bad language can be heard and will often include sexual expletives. The use of tobacco and alcohol may be featured, and the game can feature the use of illegal drugs. The game may glamorise crime.

PEGI 18

The adult classification is applied when the level of violence becomes gross. Gross violence is classed as horrific methods of bringing death or severe injury, including torture, decapitation or dismemberment. Violence against vulnerable characters such as children and the elderly may feature, along with motiveless violence against multiple innocents. Sexual violence and threat are also classified at PEGI 18. The game may include detailed descriptions of criminal techniques, or it may glamorise the use of illegal drugs. Sexual activity with visible genital organs can be shown.





Talk of the 'Toon!

Thanks to the effort from our school and teachers, along with the generosity of the Graduate Ambassadors from the University of Newcastle, we were fortunate, as a Year 12 group, that a couple of former students offered to come in and talk to us about finance and job applications at university. They began by playing games with us on what needed to be included on a CV and how to develop it; we then went on to play a game that introduced us to the world of finance at university.



sessions and talks with people who have already experienced all of this, it is a great way to ensure we are prepared and have a wider understanding of uni life.



Whilst the games were a little cheesy, they were a brilliant way of educating us about the ways in which we apply for jobs at university, and also gave us an insight into how we need to manage our money when living on our own. These talks and games, I think, developed our understanding of things that happen at uni: how we need to control our money to ensure we are financially stable and also how to get into things socially.

University is a frightening prospect for all of us, especially going from living in Cyprus where our school and communities are extremely close; but, having these

The Graduate Ambassadors worked with other students from Year 7-10 throughout the day: workshops included an introduction to the study of Forensic Psychology for all year groups; and careers in Science, Technology, Engineering and Maths (STEM) specifically for girls.

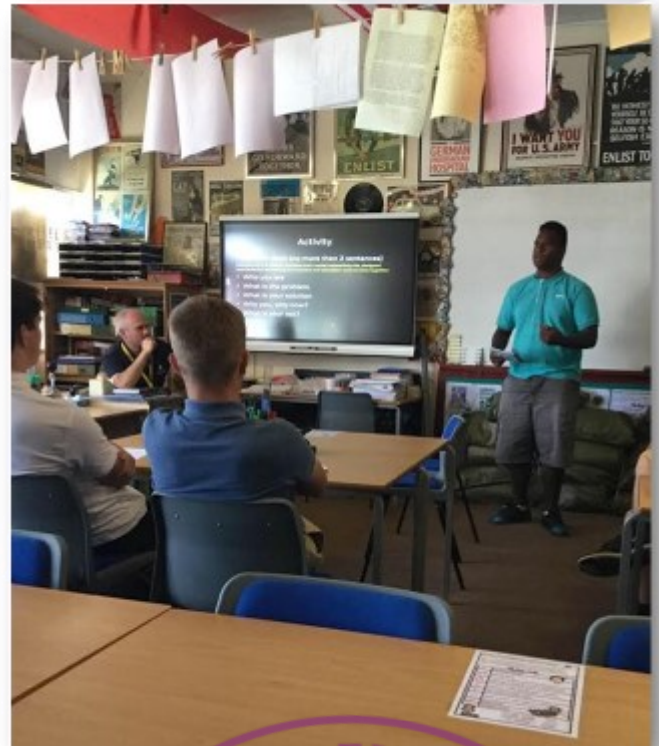


STUDENTS ON ICE

Reporter: *Courtney Duncan*

Year 12 and Year 9 were excited to have workshops with the **Arctic Explorers**: a group of adventurers who came to help us understand that not every journey in life has to follow a college-career pathway; or, even if we follow such a pathway, there is still a whole world to explore inbetween! They told us about their own journeys – in Arctic and Antarctic wastes - and we told them about our passions and subject choices.

This was a nice way for us to see a different route that someone had taken, rather than just going off to university; and whilst it didn't change my mind about my route it was good for us to see that we have options after school. Along with their experiences and the work that they had achieved, they spoke to us about presentations skills: they gave us key objectives - the main one being 'what is your goal?' This proved to be hard for us as we did not want to come across as being impolite in interview situations, but they helped us to understand how you need to go about "selling yourself" or "selling your ideas" to others in order to achieve your goals. As we will be presenting to people and trying to achieve our aims all the way through life, this was a valuable experience as it allowed us to further our understanding of the life skills we need; as well as broadening our horizons considerably.



Minding our Health

KRS Year 7s and selected students went to Heritage School in Nicosia for a day to learn, with their students, about the importance of looking after our mental health. Workshops included mindfulness, relaxation, healthy living and healthy mind, as well as presentations by KRS students Alicia Pickard and Cameron Duncan on the importance of looking after—and believing in—yourself.

Cameron Duncan's perspective:

Staying healthy during exams and other periods of stress...



It is nice to have a flavoured drink but the only drink that is truly healthy is water. Water is the best intake of fluid and we need it to survive. Sugary drinks are also really bad for your teeth. Energy drinks and power boosting drinks like Monster, Red Bull, Powerade, Lucazade and others are full of e-numbers and sugar which do give you a short lived boost in energy but make you feel worse after.



Processed foods like pizzas, burgers, hot dogs, chips etc. aren't recommended as they are convenience foods, packed with sugar, fats and preservatives, that are equally as bad for you.



Lazing around and not getting any exercise, especially at a young age, can lead to many problems like diabetes, obesity and more. Exercise is vital to keep you fit.



Eating vegetables regularly and having the right amount of carbohydrates and protein will keep your diet healthy and body in a good shape.



Regularly doing different types of exercise like walking, running, cycling and playing other sports in a team or club will help to keep you active and in good shape. It will also mean that you will have deserved relaxing time and the occasional treat when you have worked hard.



Understanding what food and drinks are bad and good for you will really help you to stay healthy and look after your body.



Fast food or 'take out' is never good as these foods contain fats known as trans fats which can really upset your mental and physical state. Also, having them regularly can make you very ill and can lead to physical issues with your body.



Fizzy drinks and drinks full of sugar like Coca Cola, Fanta, Milkshakes and Slush Puppies are not at all recommended. It is



Delicious Designs

On the 22nd of July me (Ethan), Josh, Ruby and Ellie were selected to help the Year 4 and 5s from Ayios Nikolaos (ANPS) and Dhekelia Primary School (DPS). We had to create bunting based on a British theme and make a crown stamp for icing cakes and biscuits. We were split into four table teams comprising two from ANPS and two from DPS in each team group – with a Year 7 as their guide. All of this was watched over with the expert eye of Mrs Andrew.

The first task was to practise sewing on the machines: they had multiple black lines on a sheet and students had to practice sewing over them. Next, we moved onto a demonstration of how we make our crown designs. We researched crowns, then simplified our ideas so we could transfer the design onto foam. Once we had that finished we moved onto sticking our foam pieces onto a cardboard square where we could use it as a stamp. After that, we grabbed three colours of paint and a sponge so we could mix and dab it on the foam.

Now for icing cakes and biscuits. We started off with a demonstration from Mrs Andrew; she showed us how to ice a biscuit... you had to put a bit of white icing on top then evenly spread it across using a knife. Then we had two colours of icing - a light blue and a red. We could place dots on the white icing then use a toothpick to scrape it out, in or around the biscuit. Next we iced cupcakes: the method to do that was to spoon a blob of butter cream onto the top then use a

knife to spread it out evenly. Finally, we had to create toppers for our cupcakes and biscuits. We had different shapes and designs that we could cut out by using a tool that would allow us to make the shapes. We would press it in the fondant and shake it around then push it out. The way to stick it together was using edible glue which you could paint on using a small brush.

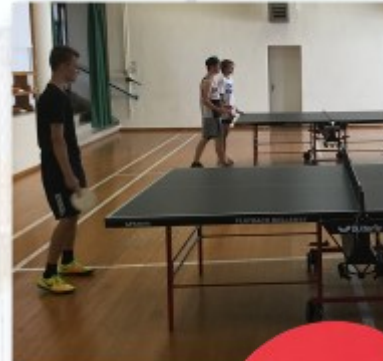
After all this culinary creativity, we all got back to our bunnings: lots of sewing with a backing of our choice. Our bunting had a loop on one end and a long tail on the other so we could tie it all together. In conclusion it was an excellent day. All the children were really well behaved and very enthusiastic in their teams.



Ethan Westmoreland reporting

LEADERSHIP # LEARNING

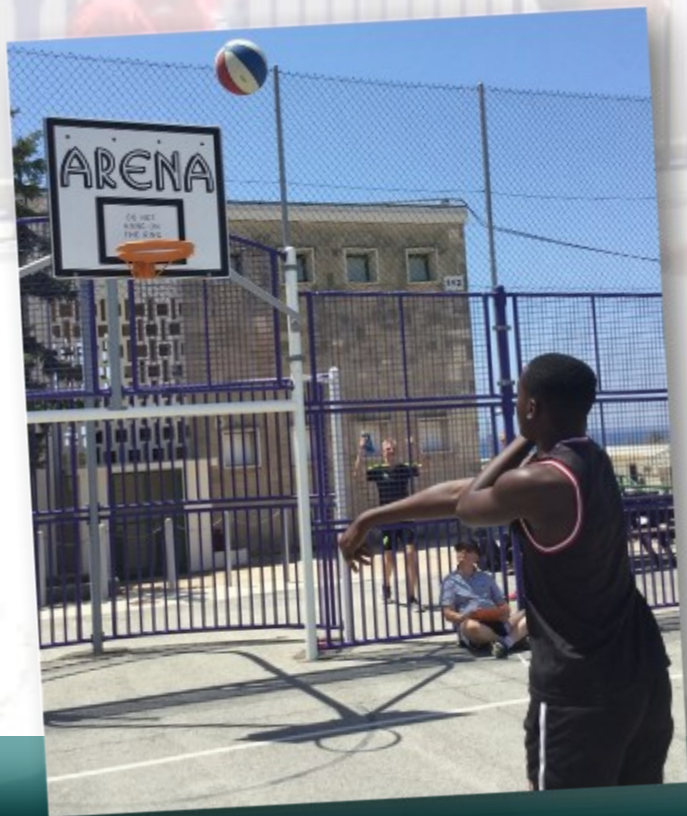
ACTIVITY



SPORTS SUPERSTARS

DAY 1: Students from across all ages competed in the KRS Superstars Challenge of 2018. They took part in a wide range of sporting events around Dhekelia Station and all participated with gusto. It was clear that all students were leagues ahead of the poor staff!

The worthy winner on the day was Chase Morris.



WEDNESDAYS



#EXCELLENCE

DAY 2: A big sporting surprise for students: like Ultimate Beastmaster or Ninja Warrior UK, our students took to the water-based assault course with style!

Students excelled in their categories; showing impressive team skills in the Water Polo; and demonstrating individual flair in the inflatable challenges—as you can see below.



Activities Days



Down on the farm....



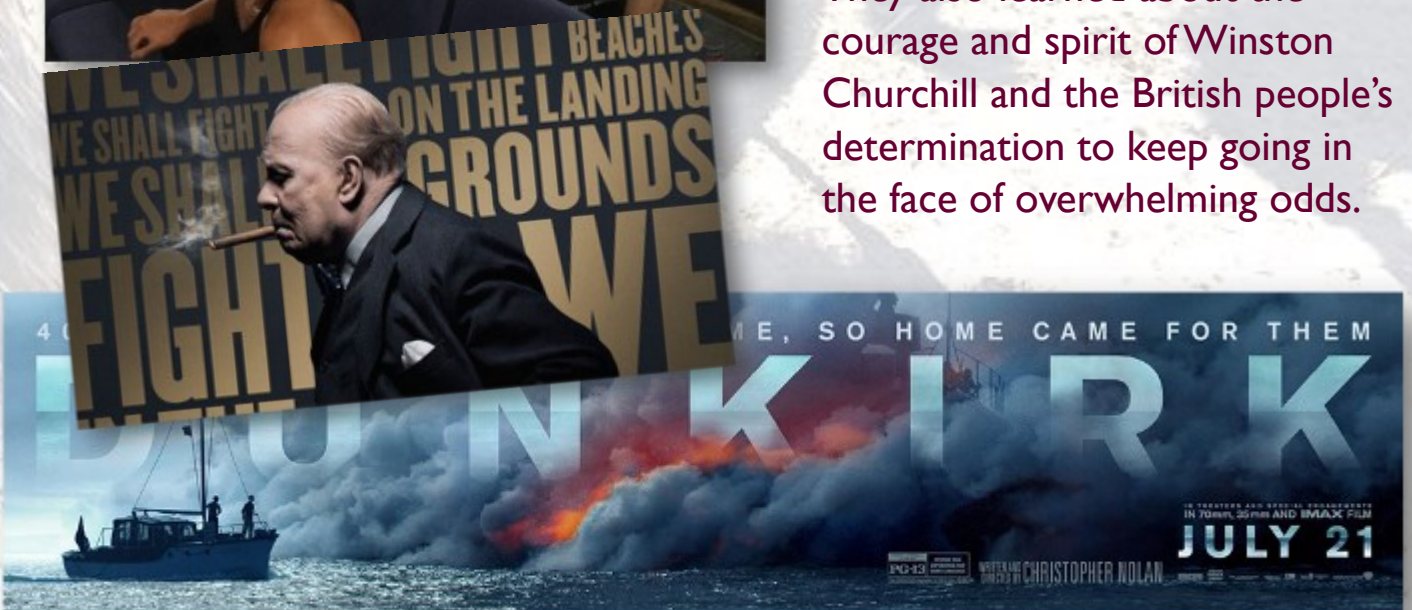
Activities Days



History Film Club



History film lovers watched the Oscar winning Dunkirk and The Darkest Hour. They learned the serious danger Britain was in from being invaded by Nazi Germany in the summer of 1940. They also learned about the courage and spirit of Winston Churchill and the British people's determination to keep going in the face of overwhelming odds.



Activities



A day at the Annex developing student talent and expression. In Design Technology, students applied creative and unique solutions to up-cycling. In the Art Studio, students worked collaboratively to create a mural for the history department, showcasing influential leaders from the past.

es Days





ACTIVITIES DAYS





A full two days of team-building! Action-packed water-based activities and challenges brought all our Core Values into play: leadership, learning and excellence. Kayaking, raft-building, sailing, assault courses—you name it, our students did it! St John's and King Richard's students worked together to win.





House Cup Winner 2018

As it stands:

At King Richard School

APOLLO = 18658

POSEIDON = 18641

At St John's School

APOLLO = 23657

POSEIDON = 22811

TOTAL ACROSS THE FEDERATION

APOLLO = 42,315

POSEIDON = 41452

But, at the time of going to press, there is everything to play for...who will win... the **BIG REVEAL** will be in the final assembly on the final day.

