

The background is a vibrant blue, decorated with various Easter-themed items. At the top, there are several colorful Easter eggs: a purple one with white polka dots, an orange one with small green leaves, a yellow one with white floral patterns, and a light blue one with a butterfly. A pink bunny is partially visible on the left, and a yellow bunny is on the bottom right. There are also several white daisies and scattered white petals. At the bottom, there are four small white bowls containing different colored dyes: purple, teal, orange, and red. A red egg with white floral patterns is on the left, and a pink and black egg is on the right.

The Lionheart

EASTER EDITION

KING RICHARD SCHOOL

Welcome

FROM THE HEADTEACHER



Dear King Richard School Community,

As we approach the Easter break, I am filled with immense pride reflecting work our students have done over the year. It's been a time filled with growth, achievement, and unforgettable experiences that have truly enriched the lives of our students. I write this prior to our Sports' Day. I do hope you get the opportunity to share it with us and I expect it is the usual success, and a culmination of our students' hard work on the track (and field!).

At KRS, we believe in nurturing not just academic excellence but also holistic development. This term, our students have been engaged in a diverse range of activities that encapsulate our core values of confidence, equity and curiosity. I am sure you will see that as we share

As this copy of The Lionheart will show, our dedicated staff have sparked curiosity and ignited passion through innovative teaching methods, ensuring that learning is both enjoyable and enriching. From Maths challenges, World Book Day, University visits, STEM days, transition days, musical opportunities, providing artwork for the community, translation competitions and castle

building. This list is not exhaustive and is testament of the work of the staff in what is increasingly a challenging picture across the public sector.

On the sporting front, our teams have showcased outstanding teamwork, determination, and sportsmanship in various fixtures and competitions. Whether it's on the football field, netball court, or swimming pool, our athletes have exemplified the spirit of perseverance and dedication.

Our UCAS UK residential provided an invaluable opportunity for cultural exchange and personal growth. By stepping out of their comfort zones and embracing new challenges, our students have emerged as global citizens equipped with empathy, understanding, and a broader perspective of the world and a clearer view of their own futures. It was great to see them return so excited about what next year offers them.

Whether that be university or employment in the UK or elsewhere we ask them to work hard up the exams and enjoy the long summer break afterwards!

As we pause to celebrate Easter, let us not only cherish the joyous moments but also reflect on the values that bind us together as a community. May this season of renewal inspire us to continue striving for excellence through the one-team ethos that CBF recently spoke about in Town Hall meetings across island. We can do amazing things when we work together.

I would like to take this opportunity to wish each and every member of our King Richard School community a joyful Easter. May it be a time of rejuvenation, celebration, and cherished moments spent with loved ones.



Art and Design

It's been an exciting second term at KRS and our students have yet again produced some exceptional artwork. Please take time to enjoy a small sample of artwork, from each key stage, and join me in celebrating the confidence, curiosity and creativity of our student body.

Year 7

Year 7 have been producing celebrity and abstract portraits inspired by Picasso's painting, 'The Weeping Woman'. Below are some fine examples of student work.



Year 8

Year 8 have been producing 'block out poems' inspired by the artist and illustrator Tom Phillips. Below are some interesting illustrated examples.



Art and Design

Year 9

Year 9 have produced some superb work again this term and have produced some excellent pastel drawings that have been exhibited around the school. The quality of colour blending is fantastic in the work below by our young artists.



GCSE Art and Design



Our GCSE students have produced some superb work this year and have worked using a wide variety of processes and techniques. A real highlight for me was the work they produced during our large-scale ink drawing workshops held earlier this term.



Art and Design

Sixth Form

All of our sixth form students have begun their personal topics this term with one student in year 13 already starting her final exam. All are well on their way to producing excellent personal responses to their chosen themes. It would be impossible to showcase them all here so I do hope you will be able to join us at the end of year exhibition, held next term which will celebrate their excellent achievements.



French

Y11 students have been working really hard towards their GCSE French examinations, attending several registration and after-school interventions. Earlier this month, they even had the opportunity to practice their speaking skills with two native speakers from Lille. Loris and Adrien, both teaching in northern France, respectively as English as a second language and French language / literature, answered the many questions asked by the Y11 and a good effort was made for the conversation to be held entirely in French. After everybody got to know each other, Y11 students were given two exam tasks to prepare, and they performed those with "real French people" as was mentioned during the session. Despite the nerves kicking in and the apprehension to speak with people they had just met, everybody gave it a go and the students left this opportunity feeling reassured and confident for the upcoming speaking exam next May!



STEM

Fun with Queen Berengaria School!

We recently had a blast hosting Year 5 and 6 students from Queen Berengaria School for an awesome morning of STEM exploration! It was a total blast and really embodied our core values of Curiosity, Confidence, and Equity.

Here's what went down:

1. Chemistry: We got hands-on with household materials, testing their pH levels to figure out if they were acids or alkalis. It was like being real-life scientists right in our classroom!
2. Biology: Our microscopes got some serious action as students dived into the microscopic world. They discovered all sorts of cool stuff about cells and tiny objects that blew their minds.
3. Physics - Magnet Fun: Who knew magnets could be so much fun? We used them to move toy cars around and learned all about North and South poles. Physics has never been this exciting!
4. Physics - Electric Circuits: Wires, bulbs, and batteries - oh my! We tinkered with circuits, figuring out which materials conduct electricity and which ones don't. It was like being inventors for a day!



FOOTBALL vs SJS



KRS took a coach full of students to Happy Valley, Episkopi on Wednesday 24th January to compete against SJS at Football.

There were three separate competitions held across 4 pitches.

We had two Y7-Y9 boys teams who played on two pitches. The challenge was tough but KRS never stopped giving it there all; SJS had some very strong opposition. The boys fought hard but always fair. Although they lost the competition, they walked away with their heads held high and a smile on their faces after displaying all the core values admirably. Well done lads!

The Junior girls team also gave 100% effort and determination against another strong SJS squad. They were certainly up against it, but they displayed true grit and kept pushing. Although it wasn't a match win, it was certainly a win for their attitude and performance. Good one girls!

The Senior boys match was a much closer affair. Both the KRS and SJS teams displayed some great skills and techniques during the match play. It wasn't an overall win but what a tremendous effort all round...get in boys!



Careers

6th Form Trip to Manchester



From the 3rd to the 8th of March, many 6th form students and I had the opportunity to fly over 4000 km to visit Manchester and learn about university life. Staying in a Travelodge in Piccadilly Gardens, we saw many interesting characters and watched police cars arrive more than once. Nonetheless, it gave most of us a lot of food for thought regarding post-year 13 options.

After arriving on Sunday afternoon, we enjoyed Nando's for dinner and settled into our rooms at the previously mentioned Travelodge hotel. On Monday morning the first official day of the trip we began in the University of Manchester's science and engineering building for a seminar-type presentation about life at the university with 6 long-term students of the school (they also gave us free pastries, which was nice). They toured us round the school and, being a non-campus university, the buildings were woven throughout the city. During the tour, they took us to the Student Union with lots of candidates preparing for some kind of vote within the college. We collected more free food here, too (slushies and popcorn) before heading to the Manchester Metropolitan University for another tour. Again, the school was non-campus based, so a lot of walking was done on Monday. (If you choose to do a trip like this, bring a decent pair of shoes). Arriving back late in the afternoon, we spent the evening at the Arndale centre for a McDonald's

dinner and ended the day in the hotel, having fun yelling at each other playing UNO.

Day 2 was the university fair from 9:30-11:30. Loads of universities and apprenticeships from across the UK were there to answer questions and give out even more free things than the previous day – (Staffordshire officially had the best tote bag, in my opinion). Despite Ms Rattigan's disappointment with the lack of free pens, it was a good way to spend the morning. More importantly, however, the rest of the day was spent at the Trafford Centre- one of the most beautiful shopping centres I have ever seen. It had pink marble pillars from floor to ceiling, and polished white marble floors across the whole building. The food court in Chinatown was modelled after a cruise ship with a painted ceiling made to look like stars in the sky. The only downside, however, was that the Primark was a 10-minute walk away from the rest of the clothing shops. Activities at the Trafford centre included (but were not limited to); group laser tag, book shopping, arcade gambling, Primark shopping and Primark barbers, eating pink mayonnaise from Archies, shoe shopping, and being too poor to buy Jelly Cats or Lego sets. Altogether, we were at the centre for over 5 hours before getting the tram back to Piccadilly at 19:30 for more card games.



Careers

6th Form Trip to Manchester

Day 3 was our earliest morning so far- waking up at 6:00 to leave at 7:15 for the 2-hour coach to Coventry. (Lost sleep was made up for during the journey, though).



Upon arrival, we had a talk and a tour about the University of Coventry before stopping for lunch at the school's cafeteria (option of chicken pasta or mac and cheese). After a half hour, we were split into 3 groups for more targeted lecture-style presentations about the courses on offer at Coventry: nursing and health science, business and finance, and media. While some of us didn't necessarily see ourselves working in any of these fields in the future, what we wanted to do was never too far off at least one of these courses. Once the presentations were finished, we split off into small groups to explore Coventry a bit more before starting the drive back to the hotel. To end a long day, it was Pizza Express for dinner- after which, no one had the energy to move.

Thursday the 7th was our last full day in Manchester, but it was the day most of us had been waiting for. It was our independent day, where we had complete freedom and control, and which we had planned out meticulously weeks in advance. The point of the day was to experience

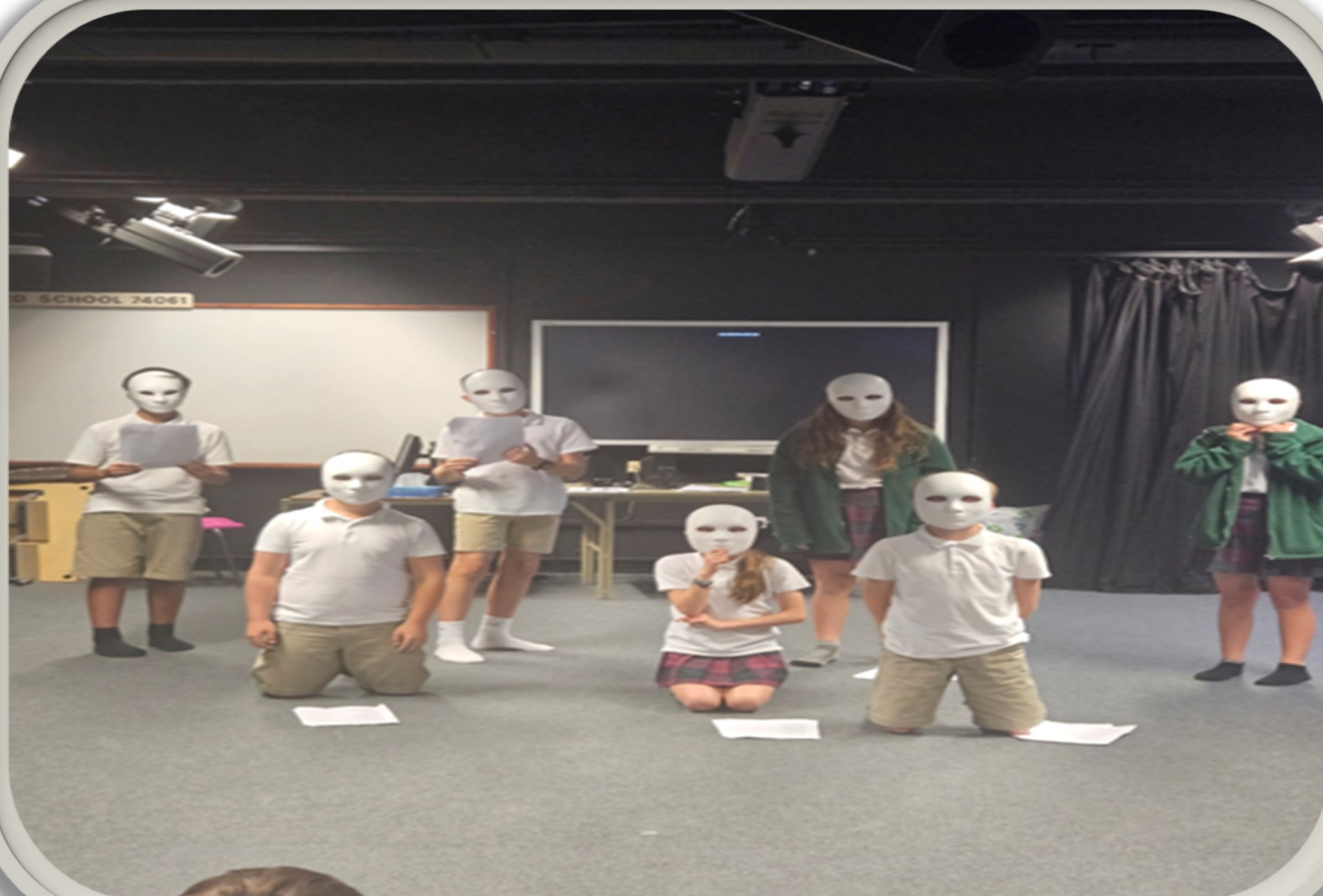
our own personal vision of life after KRS, and to see how we fared against public transport. More than that, though, it was to do things that aren't possible in Cyprus. Some of the city's students travelled to include Liverpool, Chester, and Doncaster. But despite being given a 3-hour radius around Manchester to visit, many of us chose to stay close to the city centre and try out some of the activities the city had to offer- such as; the Science and Industry Museum, trampoline parks, even more shopping, escape rooms, crazy golf, bowling, buying last-minute Mother's day gifts, or just napping at the hotel (after yesterday, it was needed).

Overall, the trip was a success: a well- planned, well-executed learning and bonding experience for everyone who went. And it wouldn't've been possible without Ms Rattigan and Ms Derbyshire leading us through it. The whole trip was the most fun I've had in a while- practically being a 5-day long sleepover with a £200 budget. So, if you receive a similar opportunity as us, I heavily encourage you to take it on.



Drama

Students across Key Stage Three have been working hard in their Drama lessons this term. Students in Year 7 have been learning about theatre history focusing on the origins of Greek Theatre linking to our own location here in Cyprus, but also developing their vocal skills as part of choral speech work. Here, to compliment their homework project about the use of mask in different types of theatre, students can be seen working with masks for the first time as they were rehearsing choral speeches from the Greek Tragedy, Antigone.



Students in Years 8 and 9 have been creating their own pieces of devised theatre in order to expand their understanding of a range of theatre including political theatre. Students have been researching Bertolt Brecht and his style of Epic Theatre in order to create their own dramatic pieces which deliver a social message to an audience.

Congratulations to all students for working well in teams, developing drama skills and also our school value of confidence!



History

Year 7

This term in history we have been turning our research about castles into practical outcomes. In small groups the students have made their own castle based on the post William the Conqueror innovations to castle architecture after 1066. They have recycled cardboard cereal boxes, pringles tubes and rolls to make turrets and battlements. Using creativity and resourcefulness, they have worked out ways to defend the inhabitants of their castles with drawbridges and 'murder holes'. Some students even made gruesome dungeons for wrong doers and captured attackers.



After the castles were completed, each group made a presentation and described what helped them to work successfully as part of a team. They took turns to point out how individual features such as the gatehouse, battlements, arrow slits, towers, and portcullis helped to defend the castle. All the students worked hard on this project, and it was lovely to see how very resourceful and inventive they were and how they resolved any technical issues. As a team they were able to make sure that each member had a role and responsibility and felt their individual input was valued.



History

Year 8

This term Y8 have become detectives working to crack a crime still unsolved from 1888. They have researched Whitechapel in London and found about the unspeakably horrendous conditions in which the poor lived towards the end of the nineteenth century. The students developed an understanding of how the pollution, poverty, and density of population helped Jack the Ripper to commit his crimes. Using actual police records and witness statements students worked to match the evidence to the suspect. Finally, they prepared for an assessment in which they detailed their arguments for and against their top three suspects concluding with the most likely identity of Jack the Ripper.

Below are some of the newspaper front pages that the students made to catch the Ripper.



Science in action @ KRS

No matter the topic, year group or location. Science is being explored in the real world.

Biodiversity sampling at the beach with GCSE science classes...



Extracting DNA from strawberries in the labs...



or 6th form students isolating and purification of ethyl ethanoate...

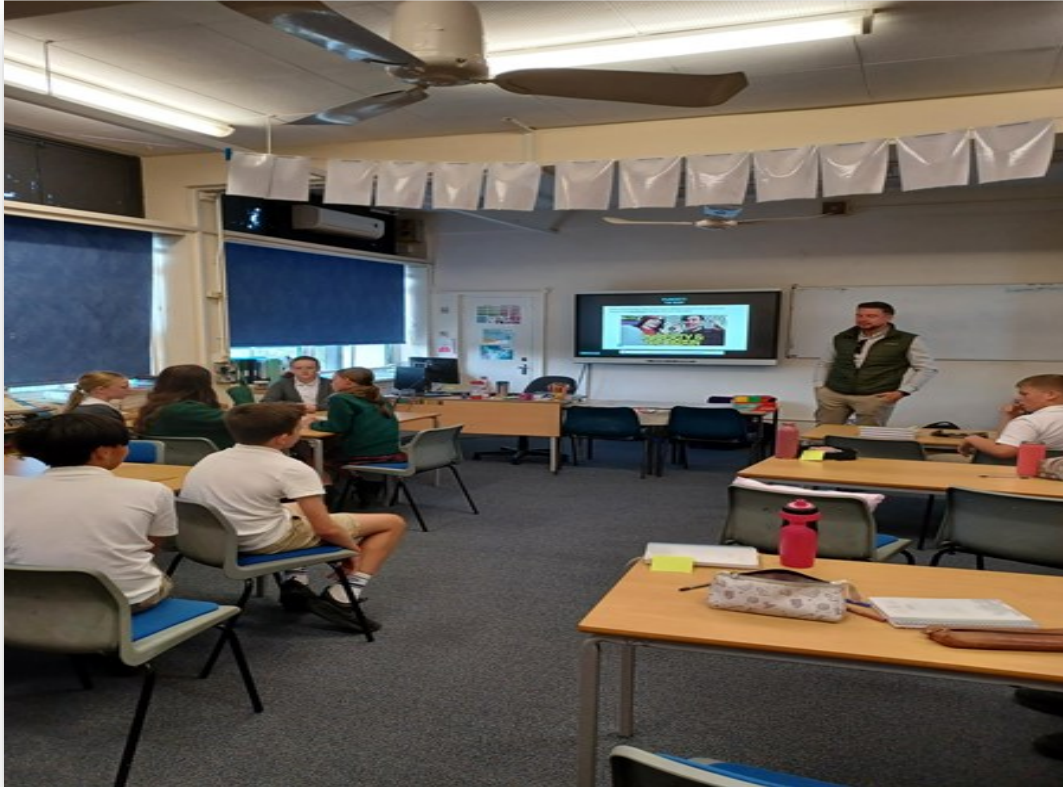


That's not to mention our recent trip to the Chemistry department at The University of Nicosia!



SMSC - RE

SMSC: we have had a busy term exploring lots of different topics across SMSC; including friendships, First Aid to drugs and managing risky behaviour. We have also had some great workshops led by Craig across years 7,11 and 13. All of the students have been approaching the topics with maturity and openness.

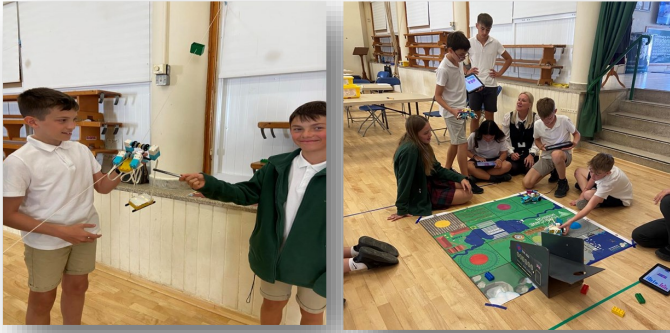


RE: in RE we have been exploring a range of topics and themes, allowing us to discuss and debate different theories and approaches, from how does religion impact choices in life to the how religion responds to poverty across the world.



STEM

RAF Team Visit



We are delighted to share with you the thrilling and educational experience our Key Stage 3 students had in February as we welcomed the STEM RAF Team to our school. This unique opportunity allowed a select few of our talented students to immerse themselves in the fascinating world of Science, Technology, Engineering, and Mathematics (STEM). The primary focus of the visit was to engage our students in hands-on learning experiences, and what better way to achieve this than through the renowned CREST awards. Some of our Key Stage 3 students were specially chosen to participate in these awards, providing them with the chance to apply their knowledge and skills in a real-world context.

The highlight of the week was the collaborative work centred around the Lego Prime sets. Our students, working in pairs, were given the exciting task of planning, building, and attempting various missions using these sets. The challenges were designed not only to test their problem-solving abilities but also to foster teamwork and creativity. What made this experience even more enriching was the incorporation of modern technology. Each pair diligently logged their journey, documenting the process, challenges faced, and solutions discovered in an online log. This not only enhanced their digital literacy skills but also allowed them to reflect on their learning journey, fostering a deeper understanding of the STEM concepts at play.

As the logs have been submitted, we eagerly await the results of their endeavours. The anticipation is high, and we are confident that our students' hard work and dedication will be duly recognized with the CREST awards. This achievement not only celebrates their accomplishments but also serves as a testament to the commitment of King Richard School to providing meaningful and inspiring learning experiences.



I would like to extend my gratitude to the STEM RAF Team for their invaluable contribution in making this week a memorable and educational one for our students. It is through partnerships like these that we can continue to ignite the spark of curiosity and passion for STEM subjects among our students.



Celebrating Success in the Intermediate UK Maths Challenge

We are thrilled to share with you the exciting news from this past half term, where we witnessed a remarkable display of mathematical talent during the annual Intermediate UK Maths Challenge. This event saw enthusiastic participation from a majority of our Year 9 and 10 students, showcasing their problem-solving skills and mathematical prowess.



MATHS CHALLENGE



CONFIDENCE • EQUITY • CURIOSITY

ENGLISH

Year 7

Trip to the beach to write a poem inspired by nature.

This term we have been finding out about poetry. We have researched the social and historical context of poems by Maya Angelou and Seamus Heaney to further understand their use of nature as metaphor to express deeper meaning.

In William Wordsworth's poem 'I Wander'd Lonely as a Cloud' we further investigated the ways a poem can be structured with techniques such as stanza, rhyme schemes, repetition, and alliteration.

This all prepared the students for writing their own poems in class, but to further immerse ourselves in this subject of nature, we decided to visit the beach. How lucky we are to have the wonderful Mediterranean on our doorstep. On this day, the weather was blustery blowing the waves into 'white horses' and the sand in our faces. Sometimes it was even hard to hold the paper to the clipboard to write. Nature made sure that she was noticed today and that really influenced the poems that the students were writing using all their senses of touch, smell, hear, sight and even taste from the salty air.



World Book Day

On Thursday 7th March, KRS held our annual World Book Day celebrations. This year the theme set by World Book Day was 'read your own way' recognising that there has been a national decline in young people reading for pleasure in the UK and encouraging children and young people to find a reading routine that works for them. On Tuesday 5th March, students participated in an assembly about the importance of reading for pleasure and the strong correlations between reading regularly and future outcomes such as academic success, and even health and well-being.

On the Thursday, students took part in a range of activities including 'guess the reader' during tutor time where students had to guess who a mystery staff reader was based on a picture of the staff member or their pets reading. During period 5, students took part in a book themed quiz and the winners of the various competitions were announced including best book-themed fancy dress and 'bake a book'. Much cake consumption ensued and, as usual, this was all set to the backdrop of Mr Lau's great DJing skills.

You can see some pictures of the day below.



WORLD BOOK DAY

Many thanks to all students and staff who contributed to the day and to parents and carers for supporting students to participate.

Finally, we are excited to announce then winner of the final competition 'extreme reading' in which students captured a picture of themselves reading in an unusual way to celebrate the idea of reading your own way. You can see a selection of student entries below but capturing the 'extreme element', the following students were the winners of this year's 'Extreme Reading' competition.



NETBALL KRS v SJS

On Wednesday 7th February, a mass of KRS students travelled across to Episkopi to compete at Netball against pupils from St. John's school.

There were three separate competitions held... Year 7 & 8, Year 9 and KS4/5.

Our Y7 team performed really well against the SJS Y7 & 8 teams. They won their first match and drew their second. A wonderful achievement and some lovely skills.

The KRS Y9 team also played a blinder! They performed brilliantly in both matches which resulted in them winning the competition. Go Y9's!

The KS4/5 matches were much tougher. There wasn't too much difference in the overall scores, but the SJS team proved to be very dynamic and athletic. The students performed competitively but with great sportsmanship throughout.

All our players displayed excellent core values and were a true credit to the school.

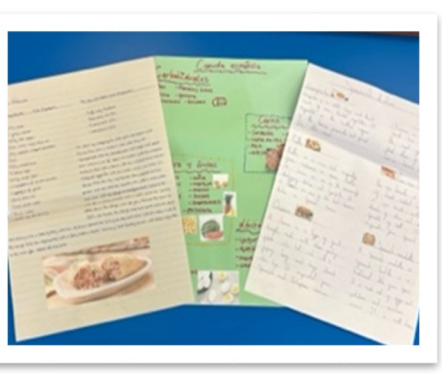
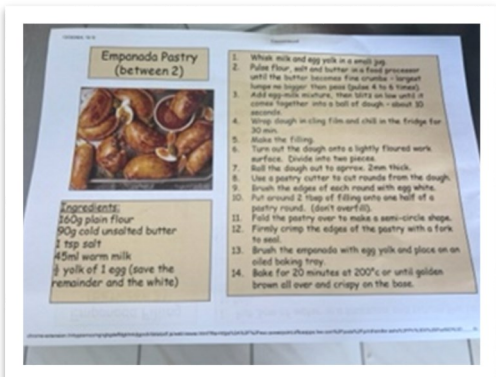
Super competition...well done to you all!



MFL Cross-curricular Project

Food Technology & Spanish

This term, Food Technology and Spanish worked together to create an opportunity for students studying the topic of ¡A comer! (Let's eat!) and Pastry recipes. In Spanish lessons, students researched and translated a variety of traditional recipes from Spanish to English. Miss Simpson then provided the recipe for an "empanada" which Spanish students translated from English to Spanish. Arguably, then the best part, Spanish students joined Food Technology students in the Annexe to make some delicious "empanadas". Mrs Sturgess was only too happy to taste test!

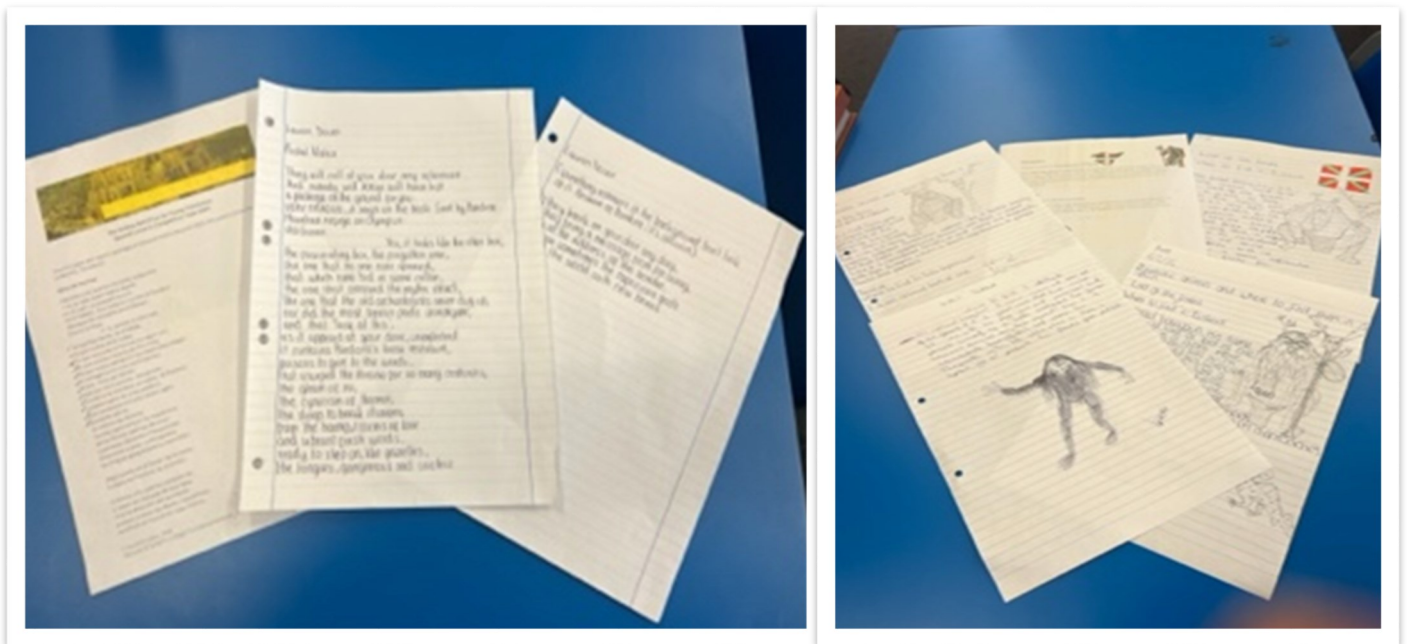


MFL

Anthea Bell Prize for Young Translators 2024

This term, students across DCS Schools were invited by Mrs Sturges to join the Oxford University, Queen's College Prize for Young Translators established in 2021. last year, a special entry category was created for DCS schools to permit entries from schools based internationally.

The awards are announced towards the end of the summer term and the winners will receive certificates and their names published on Oxford University's webpage online.



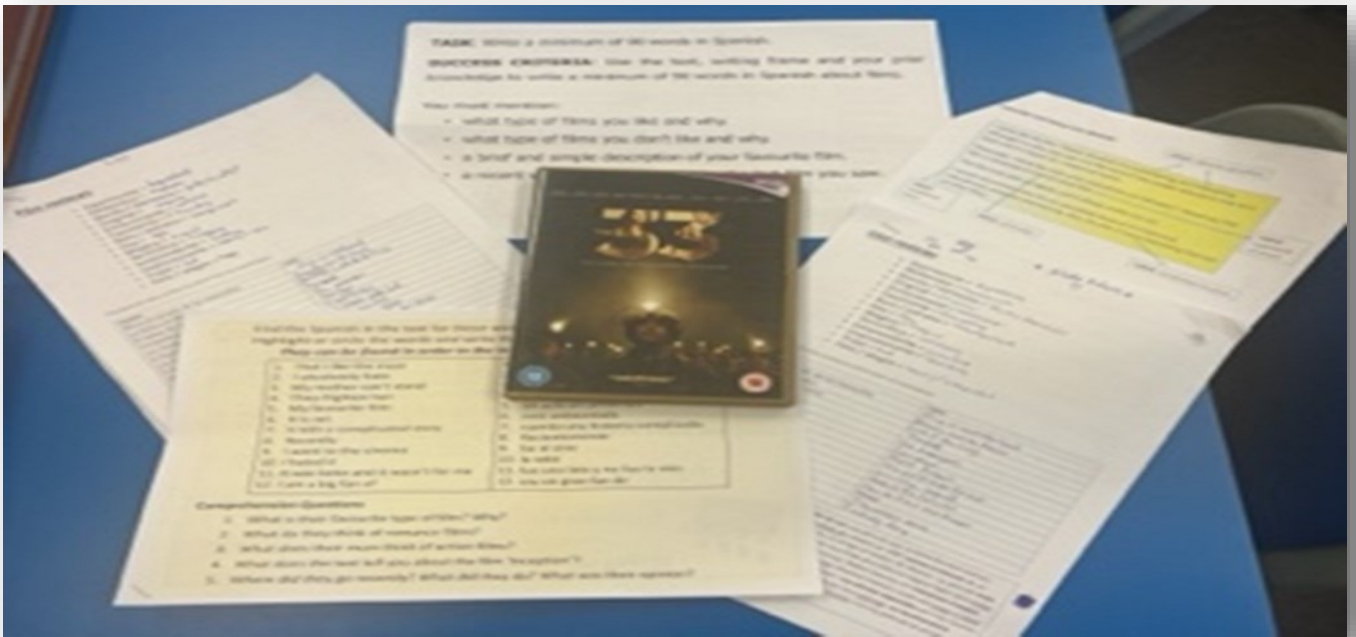
We are delighted to be able to honour Anthea's great work, and her commitment to encouraging young language-learners and translators, with this prize. The Anthea Bell Prize for Young Translators was created by Charlotte Ryland, founding Director of the Queen's College Translation Exchange. Charlotte had the pleasure of working with Anthea Bell for many years, and is proud to have founded this prize in her honour.



MFL

Year 9 Spanish Film Project

This term, Year 9 students have incorporated a unit on Spanish film. Students have studied generic vocabulary to describe different film genres and how to express a variety of opinions about their favourite films.



Students then studied a variety of example film reviews as model paragraphs and completed a set of challenges such as discovering unfamiliar structures, identifying key language structures and evaluating what makes a higher level response.

Students increased their cultural awareness by watching the film “The 33”, a film which explores the experience of 33 Chilean miners trapped underground for 69 days in 2010. It is a gripping tale of resilience, faith and the triumph of the human spirit. Students are now completing a personal review of this film, in line with the Higher Level GCSE Question 2 on Paper 4 Writing paper.



International Women's Day

As part of the King Richard Schools' celebration for International Women's Day and following with the Theme of the Week and guest speaker assembly, Spanish students had the opportunity to write about a woman who inspires them. This allowed them to interlink the international day with Spanish vocabulary to describe people.

UNA MUJER QUE ME INSPIRA

Una mujer que me inspira es mi riena Elizabeth dado que es muy leal y triunfadora. Lo que más me gusta de ella es que es muy culta. También admire su capacidad de liderazgo y su inteligencia. Ella siempre se enfrenta a cualquier reto pero nunca apoya a sus amigos. No cabe duda de que es un modelo a seguir.



MUJERES QUE INSPIRAN

Una mujer que me inspira es Princess Diana dado que es muy compasiva y triunfadora. Lo que más me gusta de ella es que es una soñadora. También admiro su capacidad de liderazgo y su habilidad para ayudar a otras personas. Ella siempre ayuda a otras personas, pero nunca se aprovecha de otros. Ojalá me parezca a ella cuando sea mayor.



MUJERES QUE INSPIRAN

Una mujer que me inspira es mi prima, Taylor, dado que es muy empoderada y extraordinaria. Lo que más me gusta de ella es que es muy única. También admiro su capacidad de escuchar a los demás y seguir intentando. Ella siempre ayuda a otras personas pero nunca tira la toalla. No cabe duda de que es un modelo a seguir.

¡Día Internacional de la Mujer!

Una mujer que me inspira es Alice Roberts, ya que conoce una amplia gama de series de ciencia y arqueología de la BBC, incluidas The Incredible Human Journey, Origins of Us, Prehistoric Autopsy y Digging for Britain.

Lo que más me gusta de ella es que es muy inteligente. También admiro tu capacidad de no rendirte nunca. También admiro tu capacidad para afrontar cualquier desafío.

Siempre ayuda a los demás antes que a sí misma pero nunca se aprovecha de los demás.

No hay duda de que ella es mi modelo a seguir y espero ser como ella cuando sea mayor.

Older students learned higher vocabulary beyond the curriculum to challenge their current language variety and help them expand their thinking.

A TODAS LAS MUJERES
VALIENTES QUE LUCHAN
POR SUS SUEÑOS

¡Feliz día
de la Mujer!



CONFIDENCE • EQUITY • CURIOSITY

MFL Learning in Spanish

This term, Year 7 students have studied life in Spanish schools compared to the U.K. and learned to talk about their favourite schools and subjects. Students like the idea of an afternoon siesta!

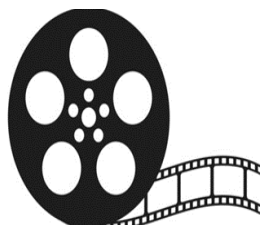
Mi instituto



This term, Year 8 students have learned how to categorise food types, looked at diet types and typical Hispanic dishes. They have also learned how to order at a restaurant, handy for parents planning a summer holiday to Spain!



This term, Year 9 students have incorporated a unit on Spanish film. Students have studied generic vocabulary to describe different film genres and how to express a variety of opinions about their favourite films.



This term, Year 10 students have learned to express their opinions on school life including agreeing and disagreeing with rules and uniform. They are developing skills of agreement and argument as well as widening their tenses and language variety in different unfamiliar contexts.

This term, Year 11 students are busy preparing for speaking exams and creating presentations about their favourite subjects. It's revision time in Spanish – not long to go!



This term, Year 12 students have been studying Spanish cinema with a particular focus on “Las trece rosas” a gripping story of 13 young women and their experiences after the Spanish Civil war and the Francoist dictatorship.

