



22/23

**The Queen Elizabeth
Academy**

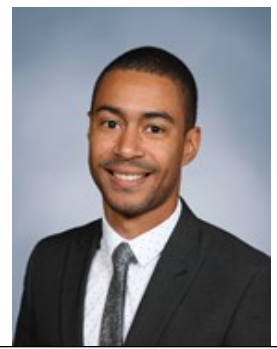


Weekly—
Newsletter

Issue No — 41



The Queen Elizabeth Academy



Dear Parents and Carers,

It is an absolute honour to be heading up this week's newsletter as the Diversity Lead at TQEA. The 2021/22 academic year was a phenomenal one for establishing our commitment to Diversity, Equity and Inclusivity at TQEA. We established our DEI principles within school; began to ensure every curriculum area has a year-round focus on Diversity; gave the school steps a rainbow facelift; trained staff on the importance of DEI in schools and achieved the fantastic UNICEF Rights Respecting Schools Bronze Award!

At TQEA, we are always striving to celebrate Diversity, Equity and Inclusivity across our communities. We believe that all members of the TQEA family should feel valued and free to actively promote DEI with our students, staff and parents/carers through open, honest and thought-provoking conversations.

We view DEI as a core value; it is present in our everyday lives and the lives of our students. By embracing our differences, we model the exemplary behaviour we want our students to take into their lives after their time in our academy.

This academic year we are taking our DEI commitments to the next level. We have established DEI in our curriculum and I'm thrilled to announce the publication of our **Mirrors and Windows Curriculum** elements, available for everyone to see now on the school website. We believe that our diverse students should be reflected in their curriculum through 'mirrors' such as learning about our local and international history and current affairs while we also provide a 'window' into the diverse lives of others. The seven curriculum elements have been carefully thought out to ensure we cover all of the diverse aspects of our community.

After half term, please also keep a look out for a parent/carer survey on the school's diversity plans. As we expand our scope to make DEI one of our core, year-round values, we would love to have the input from our community.

This year we will also be looking to achieve the next step in the UNICEF Rights Respecting School Award by upgrading our status from Bronze to silver.

This is a monumental year for our commitments to everyone in the TQEA family. We are consistently moving towards becoming proactive allies for Diversity, Equity and Inclusivity.

#WeCanAndWeWill continue to be a warm, welcoming and safe academy for **everyone** in our community.

Have a great weekend.

Mr Kyle Stewart - Diversity Lead & Head of Business Studies

Mirrors and Windows—DEI Curriculum 2022

Subject	Understanding the Equality Act (2010) and the The UN Convention on the Rights of the Child (UNCRC)	Identifying and challenging discrimination and bullying	Recognising and challenging gender stereotypes	Diverse families including LGBT+ parents	Celebrating diversity and difference	History of diversity equality	Diverse past and present figures and role models
Art			Y7 & 9 - Students will be exposed to how art can expose issues surrounding slavery, violence and gender.	Y9 - Students will be exposed to how art can promote and expose issues surrounding race, gender and sexuality (LGBTQ+).	Y7 - Autumn Term focusses on art from other cultures - particularly Oceanic and Egyptian arts. Y9 - Introduction to Aboriginal tribes and artwork. Y10/11 Students are actively encouraged to create art influenced by their social, political and cultural knowledge built in previous years.	Y7 - Students will reference the Hindu Festival Holi and the use of colour. Y9 - Focus on contemporary art from the AIDS crisis through the Keith Haring lessons.	Y8 - It is explicitly clear that students will learn how Frida Kahlo's art makes her an LGBTQ+ icon and how her life story influenced a pride movement. Y9 - Students will study the work of British artist David Hockney and how his Pop art pieces involving his relationship with men cause controversy surrounding issues of homosexuality.
Business Studies	Y10 - Study of the 2010 Equality Act gives students a clear understanding of what 'protected characteristics' are and how they cannot be exploited by employers.	Students explicitly focus on ethics and discrimination in Business to understand how they influence all aspects of business operations.	Y11 - Marketing unit focusses on the gendered branding how in recent years there has been a change in the advertising market to avoid stereotypes.		ethical business practices and external influences (pride month, black history month etc.) can change business operations and marketing.	Y10 - Study of various charities and social enterprises to consider their evolution and changes in ethics.	
Computing		Y7 - Introduction to computing. Importance of staying safe online			safety and ethical hacking can help develop understanding. Study of e-waste and the communities abroad affected build cultural knowledge.		Alan Turing, who we look at in Y8 cyber security and Y9 encryption.
English		Around Me gives students an understanding of representation in print media and how it shapes our moral and political views. Y9 - Social Inequality and Injustice develops gender knowledge from Y7 to enhance knowledge of cultural understanding and unfairness.	Y7 - Gender through the ages unit discusses a number of issues surrounding feminism and gender non-binary writing		Y8 - Diverse Voices unit gives a range of context lessons around black history, Asian history, LGBT history, and Indian history along with the study of poems and lived experiences.		
Food Technology	Y9 - Summer 2 focusses on food from other religions / religious observations for diets - linked to RE and PSHE.				out all year groups when studying food from around the world and different cultural diets. Y8 - Summer 1 has a specific focus on food from other cultures.	Y8 - Studying food history and how it has changed with social equality provides a relevant cultural studies for our students.	Use of diverse role models in video clips and on wall display including sexual orientation, differently abled, different nationalities and different age groups.
Geography	Year 8 focus on child labour within Mumbai, year 9 focus on poverty within SA and Brazil and how that impacts children	Year 9 gender inequality within development topic and corruption within governments	Year 9 gender inequality within development topic and corruption within governments	Year 10 focus on the cultures of metropolitan cities such as Istanbul and New York	Y7 - Autumn 2 sees students looking at their place in a global perspective. (Similar for Y8 Autumn 1)	Y8 - Summer 2 Disappearing Coastlines unit shows students how their actions have an impact on the wider world to help broaden their cultural appreciation and understanding. Y9 - Autumn 1 Divide and Conquer develops a student's understanding of the UK's history of diversity.	Year 7 look at the history of jobs and migration and how these have changed for women

MFL	Y8 - students spend time in autumn looking at the difference between UK and Spanish school systems and follow up with Hispanic customs and traditions in Summer.	In Year 11 we discuss the idea of relationships and we link to this by showcasing non-traditional family and relationship units	When looking at the topic of jobs (in KS3 and 4) we ensure that we are challenging gender stereotypes by ensuring the men and women can have interchangeable job roles e.g. a male receptionist/a female brick layer	Do now photo description tasks will include a variety of diverse families including LGBT+ parents - students are exposed to these tasks in KS4 every lesson.	understanding of different cultures through the study of language. Y7 students have a specific focus on 'Where language can take me' to help widen their cultural capital. Y9 - In autumn students look at different francophone		Throughout the MFL curriculum in both KS3 and 4, we study a variety of French-speaking and Spanish-speaking artists, musicians, actors and authors which also represent a range of ethnicities
Music					Reading lists are provided with diversity and peoples differences from a wide range of musicians. We look at carnival and other festivals which celebrate this.	Music brings together people from different cultures and forgets their backgrounds to embrace a new way of life. Many different cultures have used music to teach and the same phenomenon is seen our school today. Music is a positive influence on social diversity. Students study a wide variety of cultures and musician's from all different backgrounds.	Y8 students study a variety of world musicians representative of a range of ethnicities.
PE & Sport Science		Y7 / 8 cultural capital sections mention a focus on mental health, disability / Paralympics, race in sport and gender in sport	100% inclusive curriculum (no gender based activities) , Promotion of events, trips and examples used male england coach alongside female england coach etc	Celebration of sports stars and their journey (social media), Participation (gender and sport debates) barriers and challenges (Examination PE)	with diversity of person and experience. Participation and its barriers (BTEC/GCSE) links to disability, culture, religion, gender, age and socioeconomic status		Sports Stars social media, Reading lists

PSHE	In the Autumn 2 term year 8 students learn about the Equality Act during their lessons on celebrating diversity. This is visited again in the summer term of year 11.	Throughout all year groups, students study diversity, tolerance and healthy relationships.	Throughout the entire PSHE curriculum we recognise an challenge gender stereotypes. It is ingrained in every topic we study and students are actively encouraged to challenge gender stereotyping.	Year 10 and 11 learn about diverse families including LGBT relationships, marriage and the ways families can be created including surrogacy and adoption.	provides a good learning platform for students to learn about the importance of DEI in today's society. Y10's study on advocacy for different LGBTQ+ identities give a good insight into key terminology and definitions.	During Autumn in year 8 and summer in year 10 students learn about the changes in laws and the acts surrounding diversity and equality.	A variety of famous figures and role modles are used throughout all year groups to celebrate diversity and equality in numerous ways
Religious Education	Year 11 we have our final ethics topic which is entitled 'Human Rights'. Within this we look at what human rights are and examples of when rights are abused. We look at key religious figures that have fought for human rights. We also look at the work of the UN in creating and upholding human rights.	Study of RE in all years helps to build an understanding of diversity around the world and helps to build tolerance and acceptance in our students. Y8's study of young Sikhs and Muslims gives students an understanding of how stereotypes affects people of their own age and students look at ways to help reduce stigmas.	Year 10 ethics we study the roles and responsibilities associated with gender, from the view point of Christianity and Hinduism. We assess traditional and modern views. We also review same sex marriage and the religious views towards them as well as observing the legalities towards same sex marriage.	Within our relationships topic, we look at family types and the perceptions/stereotypes associated towards them. This includes family types such as same sex and adoptive families. We also look at the religious views towards same sex marriage.	Y7 - opening with 'The Big Questions' is a useful springboard to get students thinking about how RE applies to a number of different contexts. Diversity and difference in terms of religion and cultures, is constantly taught throughout all years.	Within 'Human Rights' topic (year11), we look at when human rights were created and the history of those who have stood up for human rights.	We learn about a range of religious individuals who are role models. Jesus, Martin Luther King, Mother Theresa, Oscar Romero, Chico Mendes.

Science	<p>Religion v science in a number of different topics- always ensuring this conversation remains balanced</p>	<p>Y8- Role of Rosalind Franklin in discovering DNA, and her not receiving a Nobel prize</p> <p>Year 10- Marie Curie and the role she played in radiation (despite not being on the spec- 30 named scientists and not one is female)</p>	<p>Y7/9- IVF debate on families suitable for IVF. Includes lone female parents and a lesbian couple</p>	<p>Chemistry - Y8 - A focus on human impact on the atmosphere and how it affects other countries is a good opportunity to develop pupils' understanding of their place in a global society.</p> <p>Female scientist wall to show the range of women who have contributed to the subject</p> <p>Biodiversity in years 8 and 11 looking at how our choices affect the lives of others</p>	<p>Scientists such as Alan Turing (LGBTQ+); Marie Curie and Rosalind Franklin (females in a male-dominated science world)</p>
Sociology	<p>The Equality Act (and the 1970 Equal Pay Act) are explicitly taught in the Family unit in Year 10 - whereby students look at the legality of equality and the discrimination genders, ethnicities and sexualities have faced - and also in Y11 in the Social Stratification Unit whereby students learn how life chances of ethnicities, genders and sexualities have been affected</p>	<p>Students in Y10 learn about how Education can discriminate based on gender and ethnicity, Students learn what labelling is, from an interactionist perspective, and how students can achieve a master status and a self fulfilling prophecy. They also learn about the attainment national statistics for different</p>	<p>In the Y10 family unit, students look at different family types and - specifically - with a Feminist lense, they look at the gender stereotypes of gender roles in the family. In the Y10/11 Crime and Deviance unit students learn about discrimination for genders (chivalry thesis, labelling) and discrimination against ethnicities - for</p> <p>This is explicit through the Family unit. Same sex families are explicitly taught</p>	<p>This is a key tenet of all units of Sociology. This is explicitly taught in Y11 Social Stratification where students discuss and evaluate how power in UK society has diversified and life chances and social mobility have changed for different groups in society.</p>	<p>The following are all taught: Butler Act of 1944; Equality Act 2010; Same Sex Marriage Act 2013; civil partnership act 2004; divorce act 1969; abortion act 1967</p> <p>A range of Marxists, Functionalists and Feminists (including recent ones like Justin Welby), significant movements such as the Occupy movement and Black Lives Matter; recent vigil for Sarah Everard; Stephen Lawrence case and the Macpherson Report; Apartheid and Nelson Mandela; pillars of the LGBTQ+</p>

Year 7 Dodgeball



Year 7's went to Higham Lane School on Tuesday 18th October, to play Dodgeball. We are proud to announce that they won our first silverware of the year! We are proud of all our students.

Principal Awards



Endeavour: Fantastic endeavour in PE lessons, helping others, working hard and developing his skills



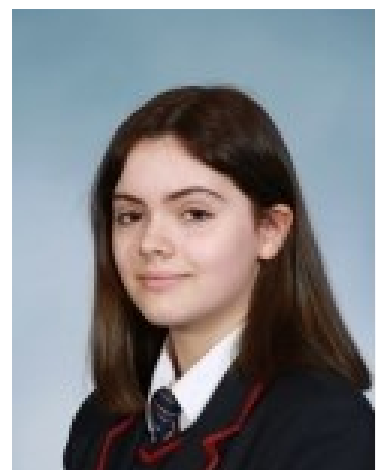
Endeavour: Showing resilience and endeavour in the face of tough tasks in English



Pride: Consistently great effort in Maths lessons and with homework



PRIDE: Fantastic dramatic readings as Mr Birling in English, with 100% effort and focus in all work this half term



Endeavour: Hugely improved attitude in Spanish resulting in some excellent work inside and outside the classroom. Well done!



Head of Year

Special Recognition

Congratulations Year 11 for working hard to improve our positive achievement points! Here are the top students from their tutor groups

Hazel Gosling 11ECT—19 points

Bailey Jones 11JYS—18 points

Dareon Shipley 11KJW—29 points

Emily Phillips 11MRB—20 points

Mia Povey 11RJG—29 points



Celebration of Achievement

Top 3 Tutor Group

10/10-16/10

7LD—665 points
10LXZ—627 points
7CXR—450 points

Top 3 Tutor Group

Year to Date

7LD—2419 points
10RZC—2238 points
8GXB—2233 points

Top Year 7 Students

10/10-16/10

James Edwards 7LD—28 points
Lucas Hume 7LD—32 points
Logan Tunnicliffe 7LD—32 points
Cameron Cheshire 7LD 30 points
Tyler Scarrott 7LD—30 points
Jack Wood 7LD—30 points

Top Year 8 Students

10/10– 16/10

Scarlotte Cook 8NMT—43 points
Nicola Kastelik 8RRC 24 points
Noah Miller 8RRC—24 points
Anna Seiyaboh 8RRC—20 points

Top Year 9 Students

10/10-16/10

Faye Read 9SJ—25 points
Christopher Moules 9JRW 22 points
Kenzie Dickinson 9SJ—20 points
Darsy Tressler 9SJ—20 points
Corey Charteris 9SJ 19 points
Ellis Deeming 9JRW—19 points

Top Year 10 Students

10/10/16/10

Tara Loma 10LXC 37 points
Layton Mobley 10LXC 36 points
Charlie Dennis 10LXC—32 points
Oliver Doidge 10LXC 30 points
Samantha Hayley-Housden 10LXC—30 points
Cullum Walpole 10LXC—30 points

Top Year 11 Students

10/10-16/10

Mia Povey 11RJG—29 points
Dareon Shipley 11KLW 29 points
Ella Seiyaboh 11KJW—25 points
Reuben Hall 11KJW—24 points



KEEP UP THE GREAT WORK!!

Curriculum in Action #7

Page 1: Knowledge checks and whole class feedback sheets to improve students' metacognition in Science.

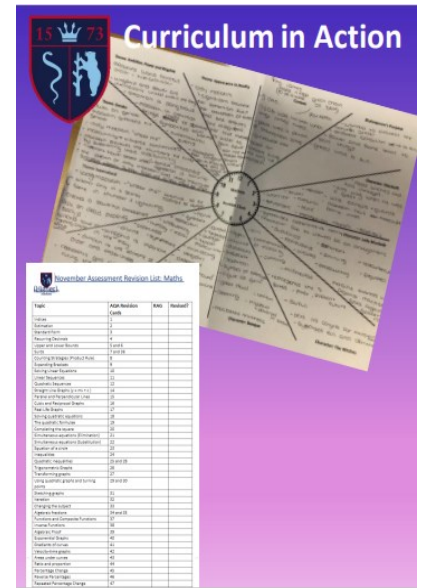
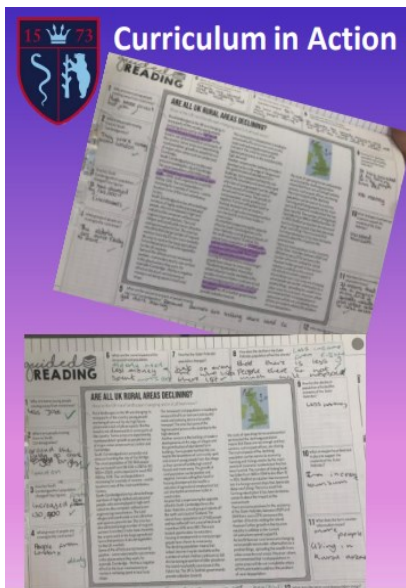
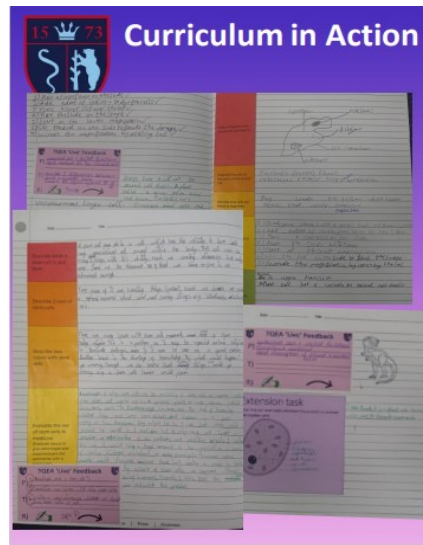
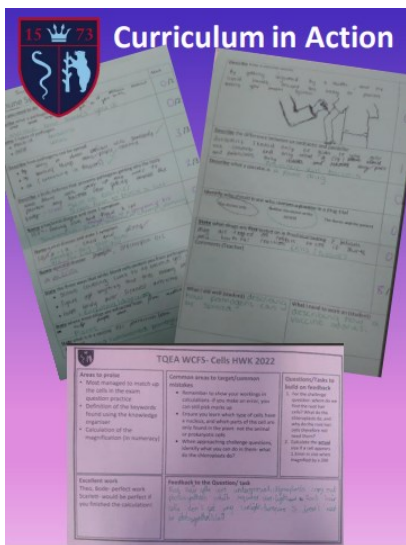
Page 2: Year 11 students flexing their oracy muscles and sharing knowledge in groups, thereby being accountable for their learning and increasing engagement over compliance.

Page 3: Students in Geography working and discussing in groups - focused on the external and internal factors effecting population.

Page 4: Guided reading in Geography, meaning students are thinking deeply about a text

Page 5: Live marking stickers in Science to generate student responses and improve learning

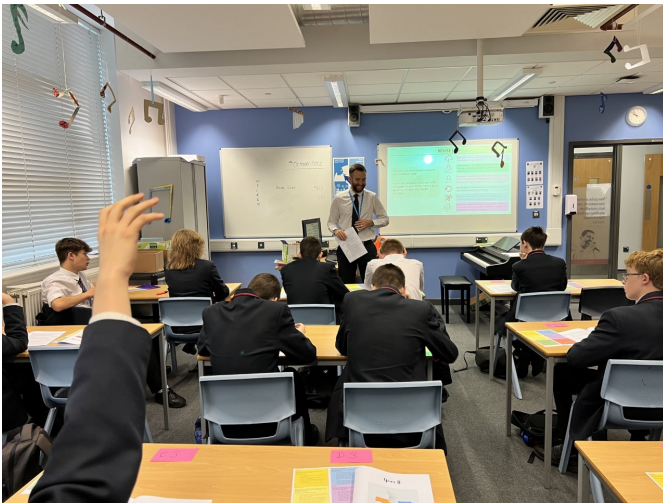
Page 6: Y11 English revision and a Y11 Maths revision checklist



English Workshop

English Creative Writing Workshop

This morning, the whole of Year 11 cohort took part in a creative writing workshop to focus on honing their literary skills in preparation for upcoming exams. Every single student was able to craft their own story on the theme of 'choices' which ranged from asking someone out to the tale of a refugee making the decision whether to leave their home country. The students made incredible gains in their knowledge and the English department are beaming with pride at the students' resilience and commitment to their learning.



Clubs and Activities Autumn Term



Week One		
	Lunchtimes	After School
Monday	<ul style="list-style-type: none"> • Music Production - G22 (Year 10 Only) • Sew-cial Club - 108 	NO CLUBS - STAFF TRAINING
Tuesday	<ul style="list-style-type: none"> • Keyboard Club - G22 • KS3 Young Artists - 215 • Film Club - T1 	<ul style="list-style-type: none"> • CRAFT - G22 • Come dine with Me (Year 9 first half term) - G02 • Drama Club - G18 • Spars - 101 • TQEA Talks - 118
Wednesday	<ul style="list-style-type: none"> • Glee Club G-22 • Spars - 101 • Computer Club - 213 	<ul style="list-style-type: none"> • Band - G22 • Science Homework - 216 and Library
Thursday	<ul style="list-style-type: none"> • ECO Club - 226 • Mindful Colouring - G02 • KS4 Young Artists - 215 	<ul style="list-style-type: none"> • Y10 & Y11 Food Masterclass and Intervention in G-02 • Duke of Edinburgh Award - Hall
Week Two		
	Lunchtimes	After School
Monday	<ul style="list-style-type: none"> • Music Production - G22 (Year 10 Only) • Sew-cial Club - 108 	NO CLUBS - STAFF TRAINING
Tuesday	<ul style="list-style-type: none"> • Keyboard Club - G22 • KS4 Young Artists - 215 • Film Club - T1 	<ul style="list-style-type: none"> • Come dine with Me (Year 9 first half term) - G02 • Drama Club - G18 • Spars - 101 • TQEA <u>Talks</u> - 118
Wednesday	<ul style="list-style-type: none"> • Glee Club G-22 • Spars - 101 • Computer Club - 213 	
Thursday	<ul style="list-style-type: none"> • ECO Club - 226 • Mindful Colouring - G02 • Debate Club - T4 	<ul style="list-style-type: none"> • Science Club - 216 • Y10 & Y11 Food Masterclass and Intervention in G-02 • Duke of Edinburgh Award - Hall

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Club 8.00-8.30 Only Trainers needed	Who: Everyone What: Badminton Lead: Miss Wilson	Who: Everyone What: Netball Lead: Miss Wilson	Who: Everyone What: Handball Lead: Mr Morgan	Who: Everyone What: Basketball Lead: Mr Slinn	Who: Everyone What: Futsal Lead: Mr Webb
After School club 3.10-4.10 Full PE Kit needed	No Clubs Staff training	Who: Year 7,8,9,10 What: Football Lead: Mr Morgan 7+8 Mr Webb Yr. 9/10	Who: All years What: Badminton Lead: Miss Wilson	Who: Yr. 10 and 11 What: Exam PE Support/Catch up Lead: Miss Wilson/Mr Webb/ Mr Morgan Who: All Years What: School Fixtures: all Years Lead: Mr Webb/Miss Wilson/Mr Morgan	No Clubs Staff training

**Trainers needed at breakfast clubs.
Full PE kit needed for after school clubs.**

UNTIL XMAS HOLIDAYS

Y11 After-school revision slots 2022-2023

Wk. 1 Mon	Wk. 1 Tue	Wk. 1 Wed	Wk. 1 Thurs	Wk. 1 Fri
Self-study	Spanish	English	Science PE	RE
Wk. 2 Mon	Wk. 2 Tue	Wk. 2 Wed	Wk. 2 Thurs	Wk. 2 Fri
Self-study	French Computing Business St.	Maths	History Geography	Self-study



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