



ABIDE WEEK SPECIAL

Belonging, Inclusion and Respect



The week before half-term our school community had the pleasure of celebrating ABIDE week, a vibrant and deeply meaningful programme of curriculum activities centred around acceptance, belonging, inclusion, diversity and equity.

It was an inspiring and uplifting time for both students and staff, reaffirming our shared commitment to nurturing a school environment in which every individual feels valued, respected and empowered to thrive.

Throughout the week, students engaged in a rich variety of thoughtfully designed lessons and activities. These encouraged meaningful discussion, broadened perspectives, and deepened understanding of different identities, cultures and lived experiences. Beyond enhancing academic learning, these experiences played a vital role in developing empathy, curiosity and respect - qualities that sit at the heart of a well-rounded education.

Our classrooms became spaces for reflection and dialogue, where students were encouraged to explore important questions about identity, community and the ways in which we can support one another with kindness and integrity. By embedding these themes across a wide range of subjects - from English and History to Science, PSHE and the arts - we reinforced the message that inclusion is not a standalone topic, but a fundamental principle that underpins all areas of school life.

While this work is very much part of our everyday practice through the Respect Programme and our recognition of students through Respect Points, it was particularly special to come together as a whole school community to celebrate these values with creativity and “thinking beyond the usual”. The enthusiasm and engagement shown by our students throughout the week was truly commendable.

This programme also reflects our commitment to delivering high-quality SMSC (Spiritual, Moral, Social and Cultural) education and promoting Fundamental British Values, as required by the Department for Education. These aspects of school life are essential in supporting our young people to develop into thoughtful, responsible and well-informed

citizens who are well prepared for life in modern Britain.

In light of our recent changes to the mobile phone policy, it has been especially encouraging to see students fully engaged in activities that prioritise collaboration, discussion and reflection, without reliance on smart technology. This has provided valuable opportunities to strengthen interpersonal skills, focus and meaningful connection.

Importantly, the values underpinning the Respect Programme extend well beyond the classroom. National conversations over recent months have highlighted concerns around young people’s readiness for employment or further education, particularly in relation to essential employability skills such as empathetic

communication, resilience, teamwork and self-confidence. These are precisely the attributes that our Respect Programme seeks to develop and celebrate every day.

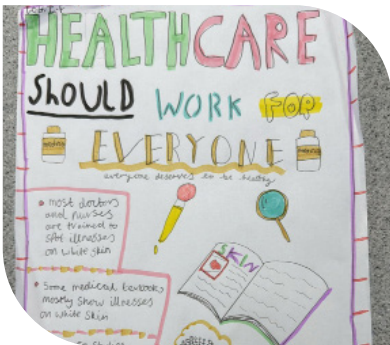
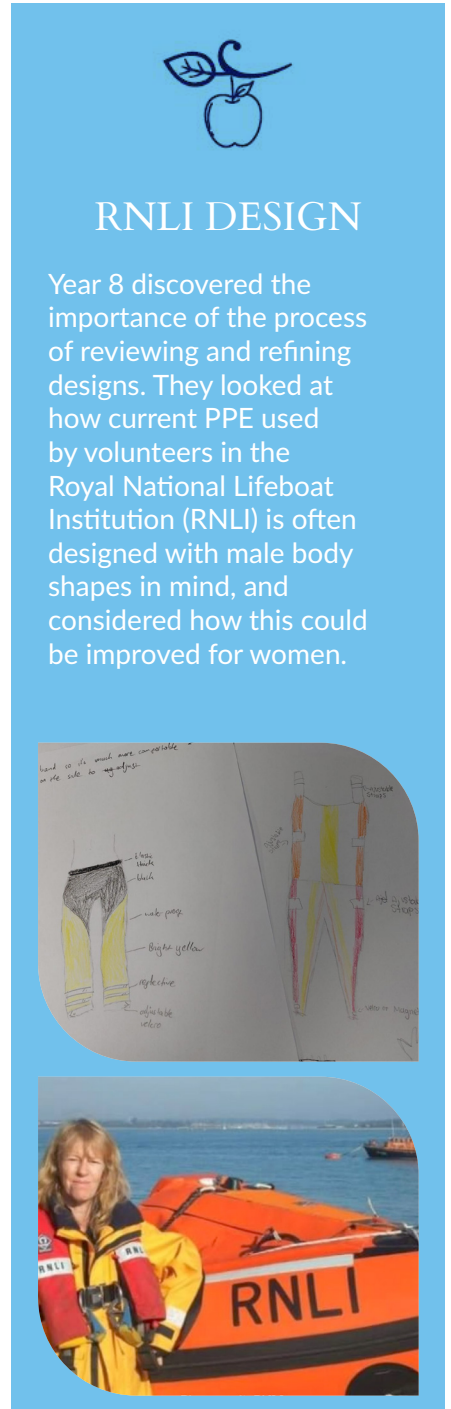
At The Gregg School, we are proud that our approach not only supports academic success but also prepares our students to navigate the increasingly complex world beyond school with confidence and integrity. The Respect Programme remains as relevant and important as ever in equipping our young people for the future.

We warmly invite you to explore the wide range of activities that took place during the week before half-term, which exemplify the creativity, care and commitment of both our staff and students.



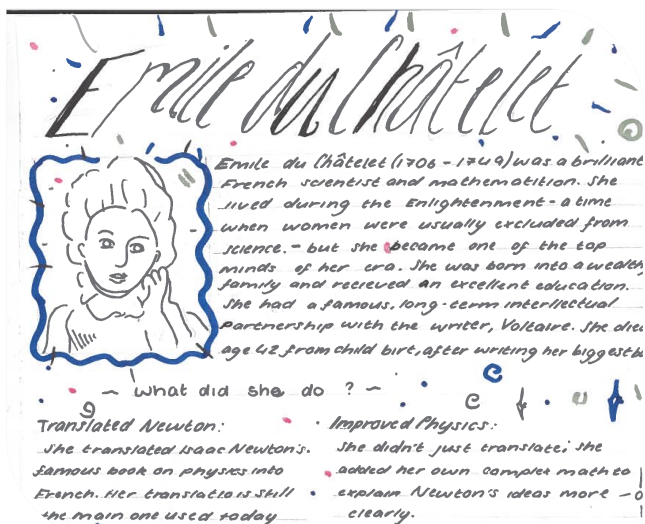
Our Year 8 classes showed excellent analytical thinking during ABIDE Week, tackling a series of case studies focused on bias in science, who it affects and the wider impact. From skin tone bias, selection bias in medical testing and safety design to AI bias shaped by data, students explored complex, real-world issues with impressive insight.

A special mention to Amelia M who confidently stepped up to teach her peers about Henrietta Lacks in our very first lesson, a fantastic contribution!



MATHS

Our Year 8s were the focus of ABIDE week in maths. In their first of four lessons, pupils were challenged to research mathematicians from a diverse range of backgrounds, moving beyond the traditional focus on white male men. Some excellent work was produced. By the end of the lesson they were certainly well aware of the contribution of women and people of all races to maths.



In their second lesson, they used maths to crack codes. As well as a useful exercise in the power of maths, it lead naturally into Station X and the breaking of the German Enigma code in WW2 by a team led by Alan Turing. His appalling treatment by the establishment due to his sexuality and the improvements to gay rights in the UK since then was discussed.

In the third lesson, students watched the film Hidden Figures and

looked at the barriers of racism and sexism that three Afro-Caribbean women faced to play their part in mankind's greatest achievement.

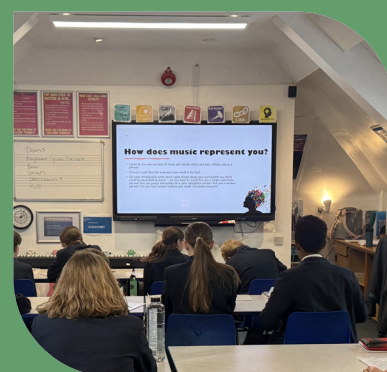
During their fourth lesson parts of Dr Kings I have a dream speech were played, along with his quote that 'The Arc of history is long but tends towards righteous'. The fact that currently the arc of history was taking a major detour in some ways was show. Despite this the children were challenged to make their personal contribution to it tending the right way. They were asked to pledge themselves to be an ally.



MUSIC

In Music, Year 7 celebrated their individual personalities through composition. They began by listening to music from a range of countries around the world, exploring what makes each style distinctive and unique. Building on this, students reflected on their own identities, considering how their personal qualities, interests and emotions could be expressed through music. They then composed their own pieces to represent themselves, which they shared with the class.

The results were brilliantly diverse, ranging from calm and peaceful pieces to fast, energetic and slightly chaotic compositions!



COMPUTING

In computing students developed their design thinking process through the theme *Tech For Good*. They began by creating a persona to help them better understand different experiences and perspectives, identifying a potential problems before developing a solution.

These solutions took the form of digital ideas, such as websites or online tools, as well as product concepts like smart devices and gadgets. Some students focused on supporting people with dyslexia, others explored solutions for early onset Parkinson's disease, and several looked at ways to improve handwriting affected by tremors.



PE

As part of ABIDE Week, the PE department delivered an exciting programme of athletics events, with students representing different nations. The activities created excitement, strengthened team identity and fostered a strong sense of belonging. Students made excellent progress in relay changeovers, developing their timing, communication and coordination, while consistently demonstrating respect, encouragement and teamwork.

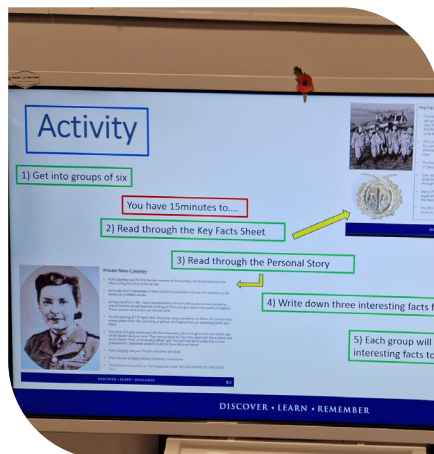
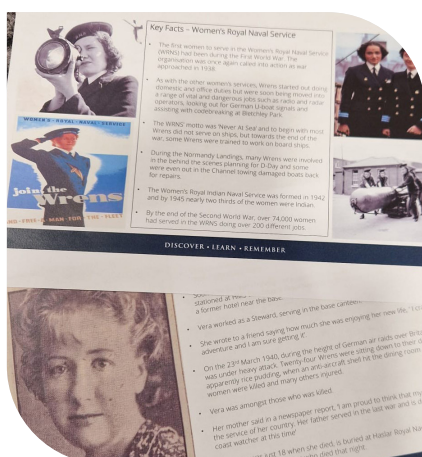
It was fantastic to see students working together so positively, supporting one another and taking pride in their team performances. This success will now carry forward into Sports Day!



HISTORY

Our students took part in History ABIDE workshops exploring the often-overlooked stories of women in the armed forces during the Second World War. Led by Will Reid from the Commonwealth War Graves Commission, the sessions saw students working in teams to research different organisations and the lives of individual women who died during the war.

Students approached the topic with real respect and worked together brilliantly, sharing their findings with one another.



PSD

In PSD Year 8 made campaign posters against different types of discrimination and promoting ABIDE.



COOKING WORKSHOP

On Tuesday 19th May, The Food Department invited Shirley of Shirley's Jollof of Spice, to school to host an exciting West African cookery workshop. We had a full house of students from year 7 to 10 opting to take part. They learned about the history and traditions of the famous West African dish and produced a variety of delicious traditional dishes from jollof rice to spiced chicken and seabass, learning new techniques and spicing to create vibrant and flavoursome feasts.



"It was really nice Shirley came all the way from London to teach us about African cooking. I enjoyed learning about the origin of Jollof rice and how the spice blend was created"

James S 7RJC



'I thought it was fun and I learnt a lot about African cuisine.'

Iona Wagh 7JEL



COOKING

In Food Technology, students celebrated different cultures through the dishes they prepared in their lessons.



DESIGN

3D Design students considered the importance of inclusive design in the development of everyday products, ensuring accessibility for all users.

Class discussions introduced key ideas, including:

- What inclusive design is and why it is important
- How conditions such as arthritis can affect a user's ability to interact with products
- How companies like Ford use empathetic design, for example through the use of a "Third Age Suit"
- Designing for disabilities and the role of adapted products
- Accessibility features available on smartphones
- Modifications that can make smartphones more suitable for elderly users

Building on this understanding, students completed a practical design task using Polymorph, where the main focus was on creating a fully ergonomic, user-centred handle. They were challenged to consider real user needs—particularly those of elderly individuals or people with arthritis—by shaping and refining custom grips that improve comfort, control, and usability.

This hands-on activity allowed students to directly apply inclusive design principles, testing how form, material, and ergonomics can enhance accessibility. The resulting prototypes demonstrate thoughtful problem-solving and a clear understanding of how design can positively impact everyday life.



ABIDE BAKES

House ABIDE cake bake competition results:

1st Lillian with a fabulous towering of rainbow cake

2nd Zach with his clever jigsaw cake

3rd Alicia with her delicious Polish fudge cake.

Students also gained points for their house for their entries. So overall results including top three placing and entries for the house competition are:

Fantastic effort all round, brilliantly thoughtful and tasty 'inclusive' cakes!

Thank you to everyone who baked a cake for our ABIDE cake sale.



LANGUAGES

In our third year of celebrating ABIDE week, the languages department had a wonderful time getting creative with our students. In our Spanish, French and German lessons, we discussed what unites us as European nations; we talked about the Eurovision Song Contest and the meaning of music bringing us together. We then looked at what ABIDE would be in all three languages; this linked nicely with the new GCSE curriculum for languages which aims to be more inclusive in the language we learn hence giving real meaning to these newly learned words and giving students the ability to discuss these matters in another language.

Students were tasked with creating posters and chants using the new vocabulary. Once these were completed, we did a march in our wonderful gardens using the posters and chants. It was so lovely to see the students using their language skills in a creative way and really enjoying this opportunity.



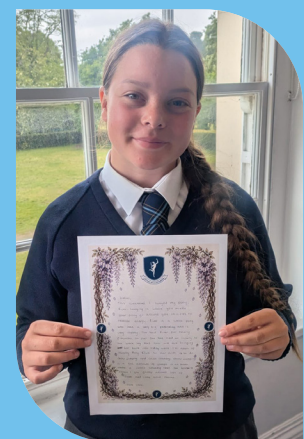
ENGLISH LETTERS FROM ME TO YOU

In English, students explored how small acts of kindness can make a big difference and joined From Me To You's mission. From Me To You is charity that sends letters to people undergoing hospital stays and treatment for cancer, to allow a sense of connection and joy in an otherwise scary period.

All students were incredibly warm and kind; we were thoroughly impressed with their maturity and compassion.

Through this project, students learnt to show empathy, celebrate connection, and reminded others that they are valued and not alone.

Sometimes, a few kind words are all it takes to brighten someone's day.



ART

In their Art lessons, our KS3 students took part in a variety of tasks for ABIDE Week. They looked at the work of Bhajan Hunjan, how art work can reflect personal experiences and heritage, and explore the concept 'If ideas were seeds, what would you plant?'

Students were encouraged to reflect on respect, kindness and generosity. Year 8 were challenged to create a piece of art to answer the question - 'What's Inside Your Head?'. Placing an emphasis on exploring family, heritage and personal experience.

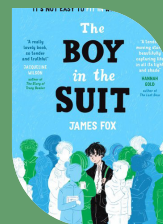


OUTDOOR LEARNING

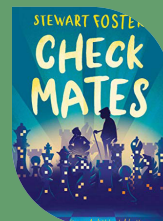
In Outdoor Learning we celebrated ABIDE week in various ways. We contemplated our place in the natural world, ecosystems and biodiversity. We made bug hotels and explored the grounds as around us it has burst to life with late spring flowers, plants and wildlife and considered life cycles and seasonal changes. Students worked together or focused individually on different activities, including whittling, experimenting with different ways to put up a hammock or make a den, enjoying our beautiful bell tent and used natural materials to create significant words that represent what ABIDE means to us all.



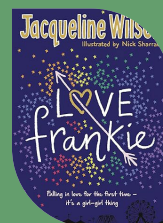
ABIDE BOOKS



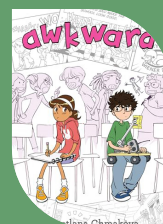
The Boy In The Suit by James Fox



Check Mates by Stewart Foster



Love Frankie by Jacqueline Wilson



Awkward by Svetlana Chmakova

CELEBRATING

Belonging, Inclusion and Respect