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## TIGHS Kick Off Campaign with New FA Partnership!

Alisha Alli, 10H3

Football. It's the sport where you spend pleasant summer afternoons with your classmates kicking a ball on a crispy field without a care in the world. But our passion for the game, meant that here, at TIGHS, we helped to kick off a new partnership with the Football Association. And what a more fitting time to start than Girls' Football Week, which took place between the 6th and 12<sup>th</sup> of November. Pupils in Year 7 and 8 took part in the brilliant initiative which gave them a chance to improve their dribbling, passing and shooting skills during lunchtime football training sessions, before stepping out onto the pitch to aim for the net in mini tournaments.

PE teacher, Penny Robb, stated: *"Our pupils were really enthusiastic about getting involved in our lunchtime 'drop in and play' sessions during Girls' Football Week. Although we already have a school football team, through the FA's programme, we will equip our pupils with the sport leadership skills to drive our team forward and build on its success. There's also a chance for pupils to take on roles off the pitch to help manage and lead the team."*



And the students seemed to share the same enthusiasm as Year 7 student, Shamaila Shahzad, added: *"The tournament was fun. It's really good that we were able to take part in Girls' Football Week and show that girls can play competitive sports at all levels."*

A new partnership was formed between Tauheedul and the FA as part of the Girls' Football Week and the school has recently been designated as an FA Girls' Area Hub, joining numerous organisations that support and deliver girls' football across England. The ambitions behind the programme are truly inspirational and include: providing a place for girls to grow and develop in all areas to do with football as well as working with the FA to change perceptions and social barriers involved with girls in the industry. Overall, the programme wants to create a strong, inclusive programme where everyone is a cherished member of the team.

The FA Girls' Area Hub programme, in partnership with the Youth Sport Trust, takes learning opportunities through football beyond the pitch. Some of their biggest ideas include:

- In secondary schools, the 'Game of Our Own' programme allows girls from Years 7 to 9 to set up and run their own football club as an after-school activity.
- Leadership roles for pupils, including coach and event manager.
- Funding to support pupils in the running of their clubs.
- Teachers deliver character development sessions as part of the curriculum.

But beyond all the technicalities and the nuts and bolts of the campaign, what really sticks out is how something as simple as a ball on a pitch can empower a generation of girls. That is what this is really all about and we look forward to seeing how this programme inspires the next generation of girls in leadership.





## Chair's...Reflections on the Term

All praises to the Almighty, Lord of the Worlds and the Master of our fortunes and salutations to our beloved Prophet Muhammad (PBUH), the Seal of the Prophets and the guide for all our actions.

### Technology – Masters or Slaves?

Let's face it. We live in a fast-paced world. No time to eat breakfast, but we make time to snap a picture of our breakfast. I may forget to pay you a compliment on your shirt, but will like your status on facebook later. I won't argue with you because it's rude, but will tag you in an encrypted meme, which will make my feelings abundantly clear. We might not have time to connect as a family, so thank goodness for the family group chat. An invite? You must mean a facebook event. Wish you happy birthday? But I already did this on facebook! I'm sure I recognise you from somewhere - are we snapchat friends?

Technology has become a natural part of our everyday lives. So much so that we arguably cannot differentiate between our physical self and our online presence. We brush our teeth and airbrush our flaws, toast our waffles and hashtag our browns, shower and refresh the page, start the car and restart the screen. The routine of work and copy, paste, repeat. Unwind with friends...but if you don't snap it, did it even happen? Unlock the door and check in. Seven hours of sleep and recharge your battery. Now, if only we could add that filter over these tired eyes and discreetly remove a friend. Smartphone indeed.

In 1476, William Caxton brought the printed word to England and published the first British book. Before this, each letter was painstakingly written by hand. From carrier pigeons to instant messaging, from smoke signals to wifi signals, from telegram to instagram, we have entered a new era of digital communication. Reportedly, children and young people today are developing the fine motor skill of being able to expand the screen before they are able to hold a pen. Imagine the luxury of receiving a handwritten letter through the post. How delightfully quaint.

We can now google almost anything. According to digital marketing agency 'Digitaloft', people are taking full advantage of this facility ('am I pregnant?', 'when will I die?' and 'do penguins have knees?' are apparently serious and popular questions that are being posed).

Even nature has been eclipsed by its technological counterparts. With 350,000 tweets sent per minute, we are more likely to hear the electronic hum of the computer than a hummingbird. With over 700 million avid users of virtual storage, we are more likely to look to our iCloud than the formations in the sky. And, with over a billion smart devices in active use across the globe, it seems Tim Cook's company is proving more desirable than the fruit of the same name!

We can embrace the technology around us, or we can reject them. Technology has the potential to both hinder the development of our young people and enrich their learning experience. From enhancing creativity to increasing job prospects, technology provides a unique opportunity to empower our young people. And, we can find innovative ways of learning and engaging with people who have grown up in an internet-savvy world.

However, we need to equip our students, teachers and parents with the skills to master technology and use it to help them to succeed. At the school, we have started to deliver lessons in game technology, web design and programming. We are also investing in software and hardware that helps our teachers and students to communicate and learn more efficiently.

At the same time, however, we recognise that our young women often have a very complex relationship with technology. The pressure to compare to unrealistic ideals can lead to insecurity and poor self-esteem. An unhealthy time spent online can lead to a lack of adequate sleep and poorly developed social skills. And, a lack of perspective and critical consumer skills means that they may not be able to distinguish what's true from what's fake. As a school, we have invested time in discussing e-safety with students, including raising awareness of issues such as cyber bullying, sexting and copyright infringement. We have also worked hard to help parents to make the internet safe for their daughter at home.

We must also recognise that even the best of technology cannot mask a school which has poor standards of teaching, achievement, behaviour and leadership. Whilst technology can enhance what we do – and help us to achieve our targets – it is not a magic pill that can solve all of our problems or provide a substitute for the talent, sacrifice and service that has always led to success.

In the end, we must learn to be masters of - rather than slaves to – the new technology we find around us.

### A time for giving...

During his travels as a merchant and in his hometown of Mecca, our noble Prophet Muhammad (Peace Be Upon Him) enjoyed affectionate and respectful relationships with people of various faiths. When he was blessed with the mantle of prophethood, his beloved wife Khadijah took the noble Prophet to meet her cousin Waraqah, who was a Christian scholar. Waraqah provided advice and support that would prove beneficial for the noble Prophet. Many years later, as leader of a fledgling new faith in Medinah, our noble Prophet (Peace Be Upon Him) established rules protecting and establishing rights for people and communities of other faiths.

It is a wonderful and inspiring example – not just to Muslims – but to people of all faiths and none.

In our country, Christmas is an important time of the year which brings people together. Muslims may not celebrate Christmas, but we know that many of our neighbours do - and this is a time that can be very lonely and sad for some. During this festive period, our students visited and offered gifts to those who are most vulnerable in our society – the elderly in nursing homes, those who are homeless and the young who are unwell in hospital. Bringing joy to people of other faiths and no faith at an important time in their life strengthens our bond with our Lord and our noble Prophet (Peace Be Upon Him). It makes us better Muslims, better citizens and better human beings.

I hope that you enjoy this edition of the As-Sawt magazine and will remember the school in your prayers.

*Hamid Patel*

(Mufti) Hamid Patel  
Chair of Local Governing Body

## Climbing High

Huma Ahmed, 11S3

Last term, during a gruelling six-week course, the GCSE P.E students took part in climbing lessons at the Blackburn Youth Zone. They were working towards their assessment for the end of term which involved both belaying and climbing. What made this a worthy feat was the fact that it was based on trust and faith: teamwork was essential. This not only helped them to enhance their climbing and balancing skills, but brought the newly formed class closer together. It proved to be a phenomenal mixture of tears, falls and the overcoming of fears.

Despite the new grounds they were treading on, each student was committed and ready to learn something new and

came out with some very valuable life skills, such as perseverance and mental strength.



Amna Tanveer, 11S4, recalled the activity to be a *“Thrilling and fun experience and I am sure I will go again.”*

In order to ensure they were prepared for their end assessment, the GCSE PE students were surprised with a climbing wall which was brought onto school grounds. Under the pressure of limited time and with the piercing gaze of most of the student body, they managed to work through it.

It was a huge change to their routine, yet they persevered and made the most out of their climbing sessions, allowing them not only to achieve great scores in their assessments, but a wonderful experience too!

## The Great Inter Society Week

Amirah Chaty, 12B6

The time had rolled round once again. Lines rehearsed, concoctions made, food cooked, treats iced and tickets sold: The Great Inter Society Competition. Members joined their respected groups and presidents were chosen - ready to lead their people into battle. Excitement ran high as ideas were tossed around, rehashed and voted on.



But elsewhere, a small nation located in Southeast Asia – Myanmar - forced hundreds and thousands of Rohingya to flee from persecution. As a school that teaches their students to lead, help and inspire, the societies decided to let go of their competitiveness and join troops to do what little they could to aid the refugees of Rohingya.

The Mad Science, Literature, Sports and Cookery societies proved that working alone for good is a worthy feat in itself, but standing strong and as one, is one truly remarkable.

As the weeks progressed, groups prepared until the time came. The actors of the Literature Society shone on stage with their great and hilarious performance of 'The Importance of Being Earnest', Mad Science caused an explosion of fires and chemicals and Sports and Cookery both held competitions - one for Netball and the other in the grindingly tough and arduous exercise of chapatti rolling!



Zainab Patel, 12B6, commented: *“It was very fun and inspiring to be working together for a greater cause.”*

And it's true it turns out, that under the joint banner of TIGHS Sixth Form, students can achieve phenomenal things. Not only did they raise a staggering amount, but they raised it for what truly matters: **people in need.**

Despite the distance of a continent between us and the refugees of Rohingya, differences in politics and culture, charity teaches us that what truly matters is humanity.





## Into the World of 'Jane Eyre' Hadiqa Ali, 10H3

In English, this term, Year 10 began their journey into the magnificent world of 'Jane Eyre'. To gain a deeper understanding of its accomplished writer, Charlotte Bronte, they visited the very house in which the Bronte sisters grew up. All three Bronte sisters, along with Charlotte, are authors of great masterpieces that have withstood the test of time.

Like a trip into the past, the students were able to gain a visual insight into Bronte's life. Year 10s took a tour of the house which was dotted with many well preserved antiques and costumes, some of which that have been worn in BBC programs.

Perhaps most excitingly, some students were selected to write a line for a manuscript of 'Wuthering Heights' and got to write in the very same house

where Emily wrote her masterpiece. Artist, Claire Twomey, is working with the Bronte Parsonage Museum to re-create the long lost manuscript of the novel. The completed book will be exhibited in the museum, over the course of the year, to honour Emily's achievements and contributions to English Literature through her writing.

After a day of unwrapping the delights of the Bronte home, hidden deep in the village of Haworth, the students visited nearby sweet shops and cafes.

**Ayesha Bhola, 10H2, evaluated:**

*'The trip was very beneficial for our own knowledge and it helped us understand the novel of 'Jane Eyre' better.'*

**Trip success!**



## Commemorating Liberation Noorulanne Younis, 10H4

**Holocaust Memorial Day takes place on 27<sup>th</sup> January each year. It is a time for everyone to pause to remember the millions of people, who have passed on, or whose lives have been changed beyond recognition during the Holocaust and in subsequent genocides in Cambodia, Rwanda, Bosnia and Darfur. On Holocaust Memorial Day, we can honour the survivors of these regimes and challenge ourselves to use the lessons of their experience to inform our lives today. 27<sup>th</sup> January marks the liberation of Auschwitz-Birkenau, the largest Nazi death camp. At Tauheedul; we commemorated the Holocaust across all subjects that all shared the theme for 2018: 'The power of words.'**



The week started with a pause for thought, where during their morning registration, students reflected on all those who were persecuted, and those that continue to suffer in our world today. The Holocaust was a prominent theme in all subjects. Throughout their Religious Studies lessons, students learnt more about how valuable lessons can be learnt from the Holocaust itself. One of the most interesting activities that students partook in was the Sam Neumann workshop, the Holocaust livestream and a visit to King George's Hall to commemorate the Holocaust. Year 9 students heard Bobby's story and Year 10 and 11 students heard the story of another Holocaust survivor, first hand. Janine Webber and her family had to escape the persecution in Lwów in Poland and Janine took the time to answer questions sent by over 500 schools taking part in the livestream.

The Holocaust fundamentally challenged the foundations of civilization. The unprecedented character of the

Holocaust will always hold universal meaning. After half a century, it remains an event close enough in time that survivors can still bear witness to the horrors that engulfed the Jewish people. It was and never will be acceptable. The Holocaust is an event that has and always will be remembered.



**Madinah Ismail, 9E3, commented:**  
*"Hearing Bobby's story provided us all with a profound insight into the lives of Holocaust victims and how they were persecuted, simply because of their identity. Sam's workshop has certainly left a long-lasting effect on all of us and we are very grateful for his visit."*

## Then, Now, Forever: Commemorating World War One

**Noorulanne Younis, 10H4**

The 11<sup>th</sup> of November marks Armistice Day (also known as Remembrance Day). The day World War One ended: at 11am on the 11<sup>th</sup> day of the 11<sup>th</sup> month, in 1918.



A piece of parchment signed by the French, the Germans and the British brought peace and consolidation for millions around the world. At Tauheedul, we commemorated the bloodshed, the lives

lost and - most importantly - the lessons learnt, through a variety of different tasks and activities.

Each faculty in the school, organised a variety of tasks to commemorate the signing of the Armistice. The English faculty and Languages faculty wrote poems and created ration boxes to help remember the struggles that many citizens faced at the time of WW1. The poems written by students captured the essence of the battlefield in all its brutality.

Throughout Humanities lessons, students learnt about the war itself and how important the signing of the Armistice was. But that wasn't all. At the end of the week, students got to hear and explore WW1 experiences first-hand when Major Bob Smethurst and Lance Corporal Vicky Mason enlightened students on what life was like in the trenches and just how significant the signing of the Armistice was.

**Amirah Chati, Year 12, commented:**

*'A true hero can be found in Major Bob's family and actually in our families too as we found that Indian and Muslim soldiers helped the war effort massively.'*

WW1 commemorations at Tauheedul reminded each and every one of us what a terrible thing war is and how the signing of the Armistice was, not only for British history, but for the world - now and forever.

## Mindful Me Yasira Salim, 10H4

**As the term came to an end, students were given time to reflect on themselves through Spirituality Day, the theme of which was "mindfulness."**

Mindfulness - as you can imagine - is very important in the life of a student, both in the context of work and socialising. The day started with a bang - or rather a calming whistle - as students learned about the benefits of meditation and how to incorporate the practice of clearing the mind into their lives.

And what would Spirituality Day be without a variety of food to snack on, in particular to demonstrate how certain foods and drinks can help keep your mind in a positive state.

When the students returned to their form classes, they took the time to create calendars for the upcoming year and set some goals and aims. To finish the exciting day, the students wound down with the much-awaited sensory party! The students were encouraged to bring in blankets, soft toys and pillows in order to make their form as comfy as possible. Some forms even took the time to build forts and brought fairy lights to improve the overall mood of the room. And of course, no party would be complete without food!

**All in all, Spirituality Day taught students to be calm, to re-collect themselves and make goals for the future.**







## Culture Crash Course: Languages Week

The annual Languages Week - here at Tauheedul - often brings many challenges, but this year certainly proved to be much more difficult than anticipated. Students memorised tongue twisters, in Arabic, Urdu or French and after successfully doing so, were awarded with treats from around the world.

During registration time, there was also a quiz about European languages, in which the students had to identify the language that was spoken. Although it was incredibly tough, the students of 9E2 managed to bring their form to success, as they got nine out of the ten recordings correct!

Perhaps one could argue that the European Fiesta was the most enjoyable: students tasted and experimented with different types of foods from around the world.



**A student in year 9, Maryam Ali, stated after this event:** *"This lunch was a memorable experience because we ate A LOT of tasty food and now I know about the different food that people eat worldwide on a regular basis."*

### Munira Khanjra, 9E2

To end the week, students dressed up in the colour of the flags of their allocated countries and - like the Arabic teacher, Miss Nazneen Patel, commented: *'Not only did the children dress up, but this also unified different countries and races worldwide.'* Because that's the point of weeks like these: to celebrate what unifies us in colours, foods and speech. Languages Week isn't just a time to learn things about other cultures; it's also a way to learn to communicate with others too.



## The Time to show Compassion

Across the month of December, the entire school prepared to show compassion and increase their humanitarianism, as the much-awaited annual winter programme drew near. **This winter, students made #iwill pledges in a promise to serve this community and those in need this winter.**

To fulfil these pledges, all the years took on the task to raise money for refugees, nursing homes and the children's ward in Blackburn Royal Hospital. The students worked extremely hard, with a total of £5000 raised as a result of their attempts, with one form class, in Year 7 alone, raising over £800.

Year 11 girls raised money for gifts and goodies through a range of fundraising initiatives over December. Students visited local nursing homes, including Springfield, Longfield and Northwood nursing home. They presented gifts and offered kind messages of companionship, neighbourly love,

songs and prayers.

The Year 10 girls brought cheer to the Children's Ward, who were in hospital over the festive period, and brought smiles to their faces.

### Wajeaha Ahmed, 10H2

**Ayesha Kerosinwala, Year 10, who visited the Children's Ward said:** *"It was amazing to see how much happiness we brought to the children there. It made me feel good."*

This initiative allowed us to give back to the community who has given us so much.



## Celebrating Differences

*'So long as the memory of certain beloved friends lives in my heart, I shall say that life is good.'*

**Author, educator and visually and hearing impaired political activist, Helen Keller paints a picture of strength and resilience in her autobiography, 'The Story of My Life', as she describes how she battled through her condition to dedicate her life as an advocate for diverse men and women.**

Born in Tuscumbia, Alabama, Keller contracted an unknown disease at 19 months which left her both deaf and blind. Frustrated by her inability to interact, she became a turbulent child, as any hope of treatment appeared a world away. Finally, aged six, she met with Anne Sullivan who worked tirelessly, day and night, to accomplish the seemingly impossible task of teaching Helen how to communicate. Under Sullivan's guidance, Keller was soon able to read Braille, write and use sign language.

She then continued to surpass expectations as she took speech classes and even became a fluent speaker of French and German. Her determination and appetite for knowledge made her the first visually and deaf impaired person to be awarded a Bachelor of Arts degree.

She used her own experiences to advocate for the fair treatment of diverse people everywhere. Travelling from Japan to Australia, she delivered speeches on equality and educated people about the realities of growing up with a diversity. As well as her notable autobiography, she penned several books detailing the struggles she faced.

Throughout her life, she continued to persevere and campaign for various causes, including soldiers blinded in battle, as well as women's and workers' rights. In 1964, she was awarded the

Presidential Medal of Freedom, the highest civilian award in the US.

An inspiration for all people, Helen Keller's story is a reminder of the feat the human mind can achieve even under the most pressing circumstances. In Keller's own words, *'Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.'*



### Maryam Sharief, 13B9

## Walking Through History at Hardwick Hall

### Aaliyah Musa, 11S2

**Bess of Hardwick was the second richest woman of the Elizabethan Era and she certainly lived in style. Dubbed by Robert Cecil as, "more window than wall," Hardwick Hall is a striking sight and the Year 11 History class can give testimony to this.**

On the 25<sup>th</sup> of October 2017, Year 11 walked through Hardwick Hall's intricate architecture and decadent halls and were immediately captivated. With the help of the informative tours, they began to understand how Hardwick Hall was crafted and the reason for its design.

It also allowed them to delve deeper into the history of the house as well as those who lived there, including the famous guests who'd walked through the halls of Hardwick many centuries ago. Most notably, Mary, Queen of Scots, who was entertained by Bess and her husband, the Earl of Shrewsbury, providing her with a long term home in England for

many years. As well as this, Hardwick became home to Bess' granddaughter, Arbella, who had a claim to the English throne (James I, however, was later announced as heir to the English throne).

As well as the impressive interior, Hardwick boasts beautiful grounds which comprise of a quarry, lime kiln, glassworks and fridges. This made Hardwick Hall extremely self-sufficient as a bakery, chapel and apothecary, were all to hand. Even more astounding is that Hardwick Hall has its own spice garden in which spices from all around the world were grown in order to be used in foods or in medicines.

**Year 11 student, Aisha Ghiwala, stated:** *"Our trip to Hardwick Hall was incredible. We managed to learn so much about the owner and the building itself which will be extremely useful for us when revising for our History exams."*





# The Newsletter for Tauheedul Islam Girls' High School and Sixth Form College

Editor - Amirah Chati



## The Greatest Man

The greatest man to ever walk on the face of the earth - who gave rights and respect to all. A most humble personality who forgave all those that wronged him and taught people to live a life of simplicity and affection. **A man who the Almighty himself called: 'A mercy for the creation.'**

He was affectionate towards children and the weak, tolerant to those who oppressed him, generous and kind to the poor and needy. He was the Prophet

## Zainab Karbhari, 11S4

Muhammad (peace be upon him).

By taking a deeper look into his life, it is clear that along with being the final messenger, he was an honest companion, faithful friend, trustworthy advisor and most importantly, an inspirational role model.

In a quest to discover more about the greatest man to walk on earth, the weekly Seerah Circles (stories of the Prophet) that take place in the Reflection Centre give students and

staff an opportunity to listen and take lessons from numerous stories from the Prophet's life and reap abundant rewards by spending time remembering him.

**Nour Alarbi, 9E2, commented:**

*"In a jam packed, busy and tiring day, Seerah Circles allow me to reconnect and reprioritise my life goals."*

The Seerah Circles allow us to introspect and modify our intentions to become more like the Prophet Muhammed in character, manner and speech.

# Upcoming Events

Friday 23<sup>rd</sup> February

Presentation Evening

Thursday 1<sup>st</sup> March

Y9 Parents' Evening

Thursday 15<sup>th</sup> March

Y7-9 BBC School Report News Day

Friday 16<sup>th</sup> March

Y10 Urdu Speaking Mock Exam Day 1

Saturday 17<sup>th</sup> March

Y10 Urdu Speaking Mock Exam Day 2

Monday 19<sup>th</sup> March

Y11 GCSE PE CA Day 1  
Y12 & Y13 A Level Mock Exam Week

Tuesday 20<sup>th</sup> March

Sixth Form BTEC Parents' Morning

Wednesday 21<sup>st</sup> March

Y12 Psychology Conference  
Foreign Language Spelling Bee

Y10 Internal English Exams  
Y11 GCSE PE CA Day 2

Friday 23<sup>rd</sup> March

Y10 GCSE French Conference

Monday 26<sup>th</sup> March

End of term Holiday (2 Weeks)

Monday 9<sup>th</sup> April

School Re-opens  
Y12 & Y13 A Level Mock Exam Week

Friday 27<sup>th</sup> April

Y10 & Y11 French Speaking Exam Day 1

Saturday 28<sup>th</sup> April

Y10 & Y11 French Speaking Exam Day 2

Sunday 29<sup>th</sup> April

Y10 & Y11 French Speaking Exam Day 3

Thursday 3<sup>rd</sup> May

Y7 Parents' Evening

Friday 4<sup>th</sup> May

Y12 BTEC Applied Science Unit 3 Science Investigation Skills Part B Write-up Exam

Monday 7<sup>th</sup> May

May Day Holiday

Tuesday 8<sup>th</sup> May

Y13 BTEC Level 3 Health & Social Care Unit 4 Part B Exam

Saturday 12<sup>th</sup> May

Y12 AS and A Level Urdu Speaking Exam

Monday 14<sup>th</sup> May

GCSE, A Level & BTEC Examinations Start  
Y7-9 Internal Full-Year Exams Start

Tuesday 15<sup>th</sup> May

Ramadhan Begins

Friday 18<sup>th</sup> May

Ramadhan Charity Appeal Launched

Monday 28<sup>th</sup> May

Half-Term Holiday (1 Week)



Tauheedul Girls



Part of Tauheedul Education Trust



SERVICE

Being a responsible citizen in our community



TEAMWORK

Working together for excellence



AMBITION

Aspiring to be our best



RESPECT

Treating others as we wish to be treated