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## A Hive of Activity: Catch the Sporting Buzz

BY MARYAM MANJRA, 10S2



Fun, physical activity and competition: that's the mantra of our wonderful PE department as they cook up new ideas to support and develop learners' physical and mental health.

Whether you are a footballer, a runner or a table tennis player, the 20-30 minutes during lunch are perfect to develop or gain some new sporting skills. Throughout January, the weekly Runners Club and Football Club drew in scores of students. While the runners pushed themselves around the field, grass crunched beneath footballers' boots, as they displayed fancy footwork in the crisp, winter air.

Indoors, the sharp volleys and neat spins began as the Table Tennis League was launched the following month in February. As the student-athletes battled to win personalised table tennis bats, student umpires keenly followed every hit. **Mrs Mulla, teacher of PE, commented, "You should come down during these times – there are around 80 girls voluntarily packing out the sports halls, just having so much fun!"**

With phenomenal registration numbers and a knockout competition looming, tensions run high during these 11-point table tennis games. One young prodigy to keep an eye on is Year 7 student, Zainab Mughal, who has undoubtedly proven to be a gifted natural in this sport. Despite playing table tennis for the first time at Tauheedul, she has already frustrated most of her opponents in Years 10 and 11, putting up some intensely competitive games. With deft, lightning-fast movement and a natural grace, it's the lethal left hand that surprises her opponents as they suffer against unencountered angles. Zainab has dominated and won the KS3 Table

Tennis League this year, and with years of practice ahead, her future promises to be bright.

While bats smash balls onto tables every Thursday, netball training has Wednesdays occupied, preparing for the upcoming tournament. During the lunch period, the netball team as well as GCSE PE students prepare vigorously, practising and drilling away. The dedicated players also arrive promptly to after-school practice where Years 7-11 play in mixed teams, pushing each other to perfect their pivoting and footwork.

Speaking of footwork, this commentary must have you itching to get onto your feet and moving. So, go for a walk, pop into the gym, kick a ball around – give your body the adrenaline it needs! The effects are unparalleled, from better mood and sleep, to higher energy levels and fitness.

A break from the busy schedules, endless tasks and corridor chaos will do us all some good, both mentally and physically.



## The promise of the 'Morning Light'...

Over the past two years, we have been humbled by the trauma, upheaval and anxiety of COVID-19. This has been a time in which a boundless illness, borne from an infinitesimal virus, pervaded our lands again and again. It saw a prolonged period during which so much of what we took for granted was taken from us – the family and neighbours we love, our sense of safety and security, and the feeling of freedom and frivolity with which we lived our lives before this pandemic. This has been a dark period, punctuated by moments of great grief and deep worry.

Yet, during this time, we are wise to remember the promise of our Lord. Many hundreds of years ago, the noble Prophet (Peace Be Upon Him) also faced great anxiety and concern about the future. The nascent religion of Islam felt like it could be extinguished at any moment, before the brilliant radiance and warmth of its light had reached many souls. Muhammad (Peace Be Upon Him) had not received a revelation for six months and worried that he was all alone in this struggle.

In reply to the new Prophet's anxiety, the Lord revealed 'The Morning Light' in the Qur'aan. The Almighty says to the new Prophet Muhammad and to each of us:

*By the Morning Light...*

*And by the stillness of the Night...*

*Your Lord has not forsaken you, nor is He displeased.*

*Surely, the life to come will be better for you than this life.*

*And soon, your Lord will give you that which will make you happy.*

As we emerge from the bleakness of the past two years, our hearts are scarred and our heads are bowed by what we have suffered. However, we are also reborn into the radiant morning light, still a hopeful people, still joyful, and still believing in the promise of our Lord and the promise of the life to come.

During this time, when we have lost so much – and had so

much of what we hold dear threatened with irreparable harm - we are reminded of the many blessings we have. We have our faith, our life, our health, our partner, our siblings, our parents and grandparents, the companionship of our friends, the value and feeling of self-worth that comes from our work, our freedom to go out and live our lives the way we want to. These are the divine gifts that we cherish more keenly than we would have done previously.

Therefore, let us be grateful for these gifts in our life - for our health and comforts, protection from the trials and hardships that others have had to endure during these most unforgiving of years, the simple freedoms and luxuries that we take for granted, and for the small pleasures in life that bring us joy, laughter and security. Let us give thanks for the medicines that protect us and heal us, for the doctors and nurses who comfort our loved ones when they are unwell, and for the ingenuity of our bodies and the resilience of our souls to recover from the most virulent of ailments and the most traumatic of losses.

As our Lord has always pledged, *'Surely, with every hardship, comes ease. Surely, with every hardship comes ease'.*

And, just like it brought comfort and hope to a young Prophet fourteen centuries ago, so it is proving once more. After two years of difficulty, uncertainty and anxiety, we are emerging once more into the warm radiance of the morning light and our days of ease and comfort have arrived again, God willing.

## A world full of peril, but much that is still fair...

In the 'Lord of the Rings', Tolkien writes: *The world is indeed full of peril, and in it there are many dark places; but still there is much that is fair, and though in all the lands love is now mingled with grief, it grows perhaps the greater.*

Consider for a moment the progress that we have made in the past 100 years. We have been able to lift millions from poverty and free countless people from the darkness of oppression, war and ignorance. In addition, we have discovered cures and treatments for so many of the great illnesses that blighted the lives of our forefathers and foremothers. Moreover, we have invented incredible technologies – smart phones, fast planes and automated machines – that have made our world smaller, allowing us to visit, trade with, learn about, and stay connected with each other. And, perhaps most importantly of all, we live at a time and in a place where we are freer than ever before – where we can dress and eat as we wish, pray to whoever we believe in, love and marry who we like, and live a life with more freedoms and more choice than ever before. All praise to our Lord, it is truly a beautiful and blessed time to be alive.

However, this is also a world and a time when so many are

hurting and so many of our problems remain unresolved. Even we as we emerge from the crisis of a pandemic that has claimed tens of millions of people and disrupted the lives of everyone on our planet, we inherit a world that that has other great challenges and emergencies of our time.

Our climate is changing rapidly, bringing devastation to so many communities across our world, too many still die of cancer or have their lives blighted by illnesses such as polio and measles, and too much of the wealth of our planet is concentrated in the hands of too few. War – and that indisputable longing for freedom and a better life – drive millions of desperate people each year from their homes with thousands drowning in the seas or perishing in the deserts and forests on their way to our lands. And, despite all of the progress we have made for equality, too many are still persecuted or have their lives ruined because of the colour of their skin, their gender, or the God that they worship.

Furthermore, the very technology that has transformed our lives over the past few decades is misused by so many to traffic in false stories, harmful images and the most hurtful of abuse.

Our young people must prepare for all of the opportunities that our modern world has to offer – to make use all of the energy and vibrancy that comes with their youth; all of the knowledge, skills and understanding that has come from their learning at our schools; and all of the wisdom and character that comes from having been nurtured by their faith, their parents and their community.

However, they must also steel themselves for a world in great change - a time of gross excess and inequality, where there is still the most appalling suffering and desperation....and a

planet that is hurting, harmed by years of pollution, inaction and selfish abuse of its resources.

Our young men and women must be imbued with the knowledge and understanding to be smart and wise to the evils, vices and false merchants that will tempt them. Moreover, they must have the strength and resolve to remain true to their purpose despite the storms that will buffet them on their journey. Most importantly though, our young people must be inspired to have the heart to see the wonder and beauty of much of our world; to meet their neighbour and their fellow traveller with kindness, trust and love; and to embrace all of the possibilities of their time with the hope and curiosity to succeed.

## Her Majesty – And 70 years of service

This year, Her Majesty The Queen will mark 70 years of service on the throne – the first British Monarch to celebrate a Platinum Jubilee. It is a remarkable achievement and one which underlines her sense of duty and commitment to our nation and the Commonwealth since 1952.

To mark Her Majesty's remarkable reign, our schools will participate in a rich programme of activities and events. Our students and staff will commit to 70,000 hours of volunteering during the coming year. Moreover, Star have launched a Jubilee Story Competition for our learners to write an imaginative story about the life of The Queen. Furthermore, to support the Queen's Green Canopy – a tree planting initiative created to mark Her Majesty's Platinum Jubilee - we will also plant a tree in our grounds as a permanent reminder of her service. Finally, the school will host a Star Platinum Jubilee Party in honour of Her Majesty.

Her Majesty has been a resolute and reassuring presence in our lives during the most turbulent of times. We should all be inspired by her unique service.

@Hamid Patel

**Sir Mufti Hamid Patel CBE**  
Chair of the Local Governing Body, TIGHS

## Project Peace Garden

Although nature is formally defined as 'the phenomena of the physical world collectively', for each of us, nature means so much more: the unparalleled creation of God; the epitome of peace and the essence of a person or thing.

Let's begin right before us: what does nature mean here, at Tauheedul?

Blessed as we are with rolling fields (bordered with trees and lovingly dotted with mole-holes), the natural scene at our school is an unused canvas, begging for attention. This year, we have decided to use this canvas for the 'Peace Garden Project', a secluded remembrance garden near the Science block to commemorate the passing of members of our Tauheedul community.

Selected students and teachers were invited to get involved in this initiative, with feedback showing that the hands-on labour left contributors invigorated. So far, memorial benches have been installed, a range of flowers have been planted, and a fruit and vegetable patch has been cultivated for the use of kitchen staff. Making our green space even greater, the garden offers students an area to relax with friends, contemplate their day, and keep those who are no longer present with us in our memories.

And so, our vision flowers on; money gathered from upcoming student-led fundraisers will be used to enhance the garden,

**BY AAMINA BIBI SIKANDAR, 9H4**

from adding more benches, to garden swings and a flower arch. Primarily, the focus remains on exploring the beauty of nature within school grounds, carving a space of serenity that is transportive. **When asked regarding her view, Maleeha Lambat, a Year 10 student, stated, "I think the Peace Garden is an amazing initiative that creates a sense of community within our school. I am excited to see the fruits of our labour!"**



**Nature: a captivating power that allows us to unite in commemoration, reflect in relaxation and take refuge from the chaos of daily life. This is what nature means to us, here at Tauheedul.**





## Small Steps to Spiritual Success

BY MALIHA MEHMOOD, 12B3

Charity ranges from the tangible donation of money to the intangible spreading of virtue – smiles and good manners. This term at Tauheedul, the focus has been on scouting out the opportunities for impactful excellence.

*How do we become productive, practical and pragmatic people? "Embed the love of life. Live as honestly as you can," responded Mrs Mangera-Badat, Director of Faith and Character.*

Tauheedul's first step to implanting this love of life was through the invigorating return of our 'Be the Best' scheme in January, inspiring students to act upon the excellent manners that the Prophets of Islam had embedded within themselves. **As the Prophet Muhammed (Peace Be Upon Him) narrated, "The best among you in Islam are those with the best manners."** From the simple act of thanking a teacher, to opening a door for others – students strove to radiate positive energy within school grounds, setting examples for each other as well as holding onto essential, lifelong principles.

Running parallel to this, as part of the preparation for Ramadhaan, the Islamic month of fasting, many students participated in the Fasting Programme, where they would abstain from food and drink on Mondays and Thursdays – days recommended and also observed by the Prophet (Peace be Upon Him) himself. The communal drive and supportive network motivated many girls to take part, with students reporting that they felt spiritually and mentally refreshed after completing the programme. **Hana Issa, a Year 12 student, commented, "Taking part in fasting has increased the compassion I have for those who live without the privileges of food and drink that we have. Ultimately, it is a form of expressing empathy."**

The indomitable spirit of philanthropy filled the air, with the entire school engaged in a thrilling interform Ramadhaan Souk Charity Competition. Ultimately won by 10S3, the competition saw funds soar into the thousands.

Provided with dizzying freedom to be as creative as they dared, students were immersed in designing stalls, conducting market research, identifying cost-effective methods to raise funds and learning that, in giving, the giver also reaps riches. Each year group's allocated day was a spectacle to behold, with beautifully designed gifts dazzling under the spring sun, fresh crepes drawing in passers-by and the jangling of change and laughter as students gave generously.

*Through charity both tangible and intangible, we do ourselves an immeasurable service. At Tauheedul, girls have grown keen on this code, striving towards spiritual success.*





## Tauheedul Meets the Travelling Troupe

BY TASNEEM UMERJI, 9H2



The stage was set; the audience was poised; the air shimmered with expectation.

Wednesday 2<sup>nd</sup> February saw the bleacher seating in the Reflection Hall heave with eager Year 9 students, ready to be transported to 1912 to witness a chilling 'whodunit'. As the curtains were pulled back, the opening scene of '*An Inspector Calls*' was revealed: the oblivious Birling family gathered to celebrate the engagement of their daughter. Delivered by the Manchester Acting Company, the professional production of '*An Inspector Calls*' left students captivated as the characters they recognised on paper breathed before them, living, talking and fighting their way out of a dark suicide scandal.

Aside from bringing the play to life, the actors also juggled the extra versatility required when playing multiple character roles: switching characters effortlessly, fading into freeze-frames whilst the narrator spoke and seamlessly reawakening to resume the action. It was an excellent performance that also left students marvelling and desperate to know more about the process of creating stage productions. The post-production questions from students were plentiful and certainly put the actors through their paces, but they masterfully held their own and impressed students with their thought-provoking answers. **One actor, who played the role of Eric, said: "I'm very grateful for the opportunity to bring the theatre to the students."**

For the Year 9 students who had waited for this production with bated breath, the performance provided a deeper understanding of the characters' complex personalities. The investment from each animated actor powerfully engraved Priestley's moral lessons into their minds. **Year 9 student, Aamina Vika, shared, "The play was exciting and helped me learn about the true nature of each character, things that I was not able to see from just reading the script."**

The production has breathed new meaning into the play for Year 9 learners, with confident young performers now echoing the actors' masterful portrayal of each character's moral compass.





## Ruling the Curve

BY AYSHA NAMAJI, 10S4

*"There are 360 degrees, so why stick to one?"*

Wise words from a woman whose masterpieces are dotted around the globe, inspiring us to pry from life all the experiences we can. Dame Zaha Hadid (MBE) – a Muslim, a female, an architect and a true visionary.

Born in Iraq in 1950 at a time the city was investing in its architecture, Zaha was surrounded with buildings designed by extraordinary architects: Frank Lloyd Wright and Le Corbusier. For a mind as great as hers, perhaps the allure of architecture was irresistible – chasing down important buildings and museums in each city as she travelled with her father. By age 11, she had decided on her passion.

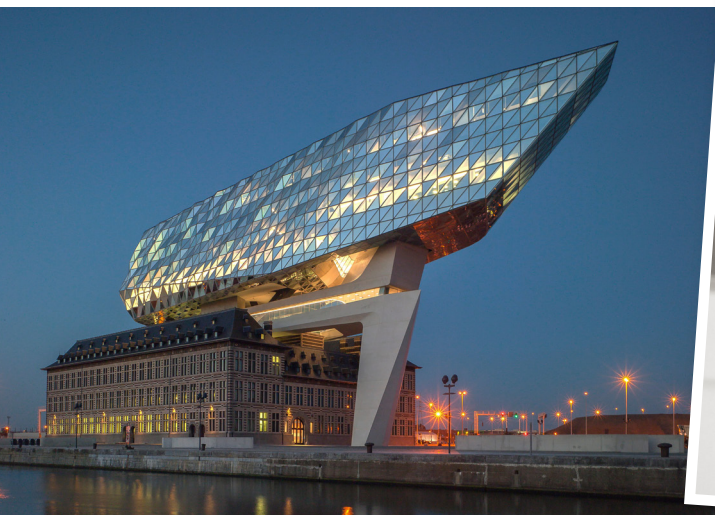
Of course, this led her onwards to study at the American University in Beirut, in the field of Mathematics. Later, Zaha moved to London to study at the Architectural Association and, by the age of 27, she had graduated and joined the Office of Metropolitan Architecture. Despite being lauded for her ingenious vision and designs, Zaha's early works struggled to take life, given the soaring ambitions she penned. Gaining a reputation as the *'paper architect'*, Zaha fought the desire to let go, to withdraw.

Hope can waver, but passion resists. In 1980, she pursued her dreams, establishing Zaha Hadid Architects, a London-based firm. But what makes her Zaha Hadid? Unlike others, her buildings were rebellious in their very nature, blurring the lines between material and shape – *'a planet in her own orbit'*.

As a student interested in mathematics and

architecture, I am stunned by the incredible attention to detail and the illusion of texture featured within Zaha's works. The Heydar Aliyev Centre in Azerbaijan is one of the most famous buildings produced by Zaha and her team, a magnificent construction which testifies to her title: *'Queen of the Curve'*. This flair for fluidity also translated into her design of the London Aquatics Centre for the 2012 Olympics, a building with a wave-like, undulating façade.

Crowning a long list of accolades, Zaha won the Pritzker Architecture Prize in 2004 - the first woman to win such an award. As an Iraqi-British woman, she fearlessly forged a lane to success in an industry dominated by men. Passing in 2016, Zaha leaves a legacy for many young females to learn from and aspire to. **Just as her buildings tower before us, Zaha's wisdom walks among us:** *"Your success will not be determined by your gender or your ethnicity, but only by the scope of your dreams."*





## Launching Mission Mindful

BY HUMAIRA OUGRADAR, 9H2

Tauheedul's ongoing mission to help learners care for their mental wellbeing has been carefully scaffolded as a four-stage approach. The vision, as always, was pitched high, but 'high' seemed well within reach with the detailed plan developed by liaising directly with students.



Stripping things back to basics, **Part A of the operation was to bring awareness to students about the benefits of a healthy mind**, with evocative reminders through assemblies and during form time. Students were guided to develop an understanding of their minds, highlighting the harms of ignoring the messages our brains send when we are overwhelmed or overworked.

Building on the success of Part A, **Part B was a series of sessions run by an expert support team, aiming to provide consolation through tough times**. The bespoke mentoring encouraged selected girls balancing weekly exams, evening mosque classes and home-life to speak about their concerns and struggles.



Ready for Part C? Students certainly seemed so. Mental Wellbeing Champions, a team of Year 9 students, formed the backbone of peer-to-peer assistance with mental

wellbeing. Khadija Saleh, a Year 9 Wellbeing Champion, said, *"It's important for everyone to know that it's okay to have bad days and make mistakes. We hope to have a positive influence during school hours, to change them for the better."*

**Children's Mental Health Week, Part D of the critical plan, saw expert input from Dawn, an award-winning Mental Health First Aid instructor.** After in-depth sessions on youth psychology, the Student Leadership Team utilised their newly robust understanding to create a wellbeing helpdesk for students, as well as contributing to the trust-wide Pupil Council to discuss exam support, character building and resilience. The team also organised and drew their winners for a wellbeing raffle on the last day of half term, rewarding students who had been nominated by teachers for their exceptional effort.

Learners have embraced the various initiatives, breaking through the initial barrier of silence. Through the help of psychoeducation, de-stress workshops and drop-in sessions, students from Years 10-13 can escape exam tension to immerse in the wonders of reflection. *"Our mission statement is to keep our students safe, happy and well, and that is what we hope to do,"* commented Assistant Principal, Mrs Modan.

We know the road is long; we know the road is steep. But with the Tauheedul community eager to make a difference, Mission Mindful is on the go.





## Recommended Reads

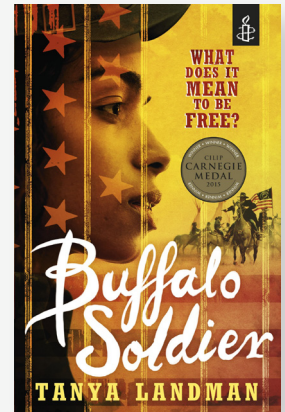
### BUFFALO SOLDIER BY TANYA LANDMAN

**Recommended by: Safiyyah N Hussain, 9H3**

*"A streak of her blood is smeared across her dress right next to mine. Ain't that strange. Can't tell whose is whose."*

Landman's *Buffalo Soldier* is a masterpiece, one that plays with every emotion inside your body. Through the authentic, first-person narrative of Charley, a plantation slave, the struggles of black women in the 19th century are brought to the forefront. Landman's gripping storyline is both heart-breaking and shocking, a ghastly insight into the lives of those who have suffered. I love the way the author refuses to sugar-coat the brutality in her protagonist's life, beautifully writing a burning tribute to Cathay Williams, the first ever woman, and first ever black woman, to serve in the United States Army during the American Indian Wars.

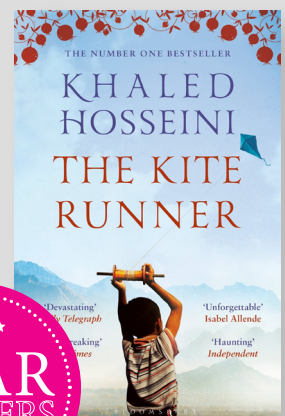
It is a harrowing yet irresistible page-turner which had me reading late into the night. Exquisitely and artfully written, I cannot recommend it more.



### THE KITE RUNNER BY KHALID HOSSEINI

**Recommended by: Siddeeqah Ahmed, 12B6**

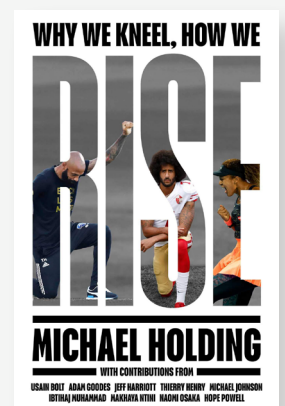
The *Kite Runner* is a blessing of a book, a gateway to the reality of life in war-torn countries – a book with a deeper purpose than to entertain. Through the lives of Amir and Hassan, two childhood friends separated by class, culture and religious differences, we look on as Afghanistan is torn apart by opposing leaders. The author intends the novel to function as a wake-up call for international leaders to understand the power they have to help the millions in situations like that of Amir and Hassan. Personally, I found Hosseini's depiction of Afghanistan a picture of undeniable truth. It's a vehicle whose poignance gives far greater exposure to the daily hardships of citizens in these countries than articles and news stories ever have. In this heart-breaking tale about the inhumane test of who survives and who doesn't, a simple, urgent message arises: to stop ignoring the humanity that is in every one of us.



### WHY WE KNEEL AND HOW WE RISE BY MICHAEL HOLDING

**Recommended by: Mrs Mulla, teacher of PE**

Usain Bolt, Thierry Henry, Michael Johnson, Ibtihaj Muhammed, Naomi Osaka and many more iconic athletes feature in this rich book, sharing their personal experiences of encountering racism. The thing that separates this book from other books I have read on this topic is that it transcends the sports genre and frames the present within its historical context. The book highlights the symbolic 'taking a knee' stance and does a wonderful job of explaining its significance: to remember and raise awareness regarding injustices faced by people all over the world. The book is truly moving and heart-wrenching and discusses cultural appropriation, impact of a holistic education and the harrowing facts of racism, prejudice and injustice in the world and our history. Equally, Holding does a phenomenal job of educating the reader on Black accomplishments in the past and present, including the remarkable Katherine Johnson, a female NASA mathematician who was instrumental in the success of the first US space flights. I guarantee the pages of the book will tug at your heart strings.





## Programming the Pre-Grads

BY ARHAMA FARHAN, 12B2

Pushing past one another to the careers board, students battled to sign themselves up to the pre-graduate programmes of their choice. With a dazzling choice of subjects on offer, there was something for everyone.

For the budding writers, the *'Becoming a Writer'* programme, led by children's book author, **Zahra Patel**, introduced students to careers in media, marketing, publishing, editing and advertising. Meanwhile, in Pre-Journalism, guest speaker **Mr Zafar** taught the girls about various types of journalism, alongside tricks to help attract wider audiences through your writing. He shared his passion, citing *The Incredible Hulk* as an inspiration in his career.

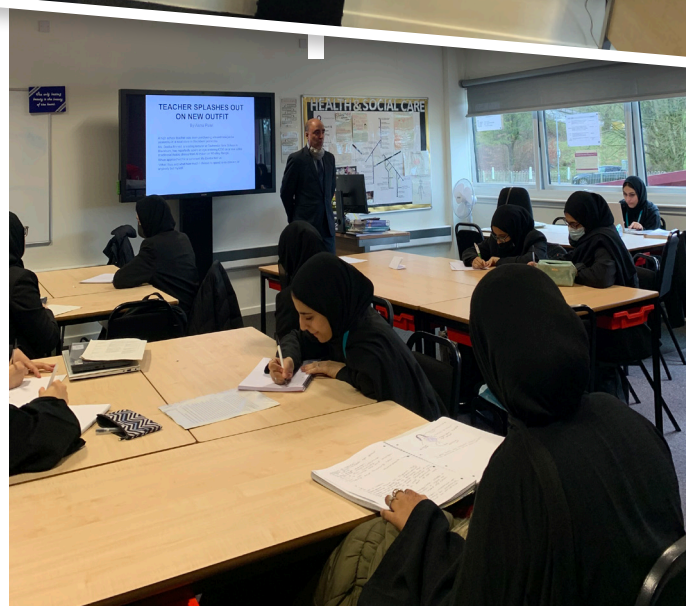
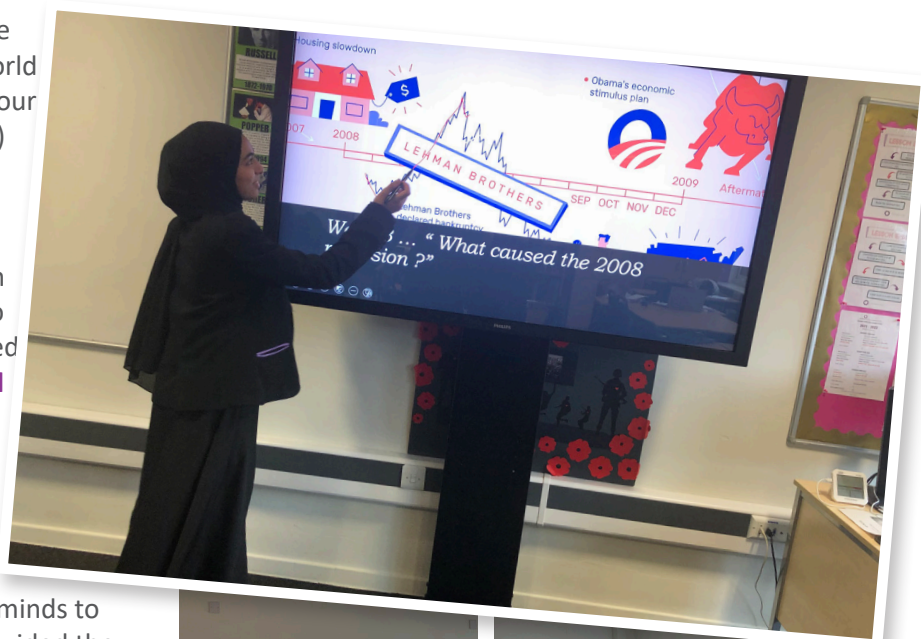
Speaking of superheroes, another programme invited students into that very world – the world of teaching. Creativity in lesson plans, behaviour concerns (bravely role-played by one teacher) and lesson delivery just about scratched the surface of this path. And if it's service and empathy which drives you, the programme for social work ensured students interested in sociology or psychology were duly directed to their potential callings, enthusiastically headed by **Mrs Mangera-Badat, Director of Faith and Character**.

Meanwhile, **Dr Tham, teacher of Maths**, uncovered the complexities of ICT in data science, which has become intrinsic to many industries today. Appealing to a host of students who have happily sold their minds to alphanumerical treasure troves, the session guided the girls through a range of activities, analysing different types of data. Dr Tham's motivation was clear: *"This is one of the biggest careers that wasn't available during my time."*

Unconvinced about the prevalence of data science? What about the prevalence of advertising? There you go - a creative field which leans heavily on navigating numbers and being tech-savvy. A session on the advertising industry probed students to pitch a water bottle to their peers using market research – who to target, when and where? Using creative strategies such as social media, the knack of advertising is perfect for those with a vision, a determination to fight for space in the flooded marketplace.

The programme was designed to strike a balance between consolidating and expanding students' knowledge in preparation for university applications. Whilst some linked directly to existing A Level subjects, **Mrs Ali, Assistant Principal**, described how others *"intended to bridge the gap between Sixth Form and university courses."*

Some are set on their paths, others are swaying and there will always be one group waiting for inspiration. Tauheedul's Pre-graduate Programme ensured all parties were strengthened, ready to tame the vicious waves of the sea that lies ahead.







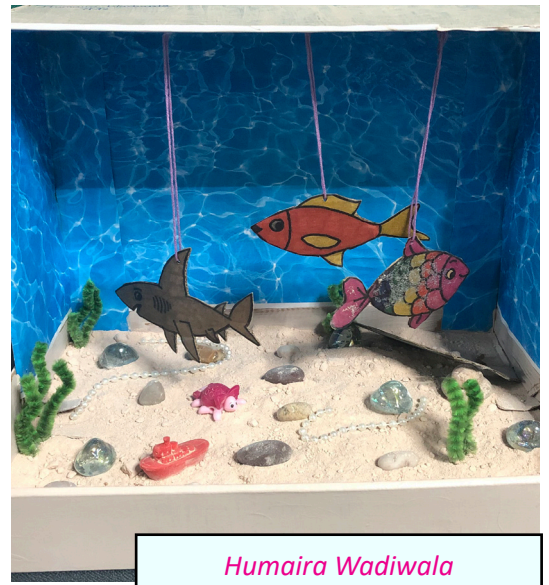
## Ecosystems in Geography



Aaishah Mogra



Maleehah Darbar



Humaira Wadiwala



Year 7 students created excellent model ecosystems after learning about them in Geography!



Fatima Bawla



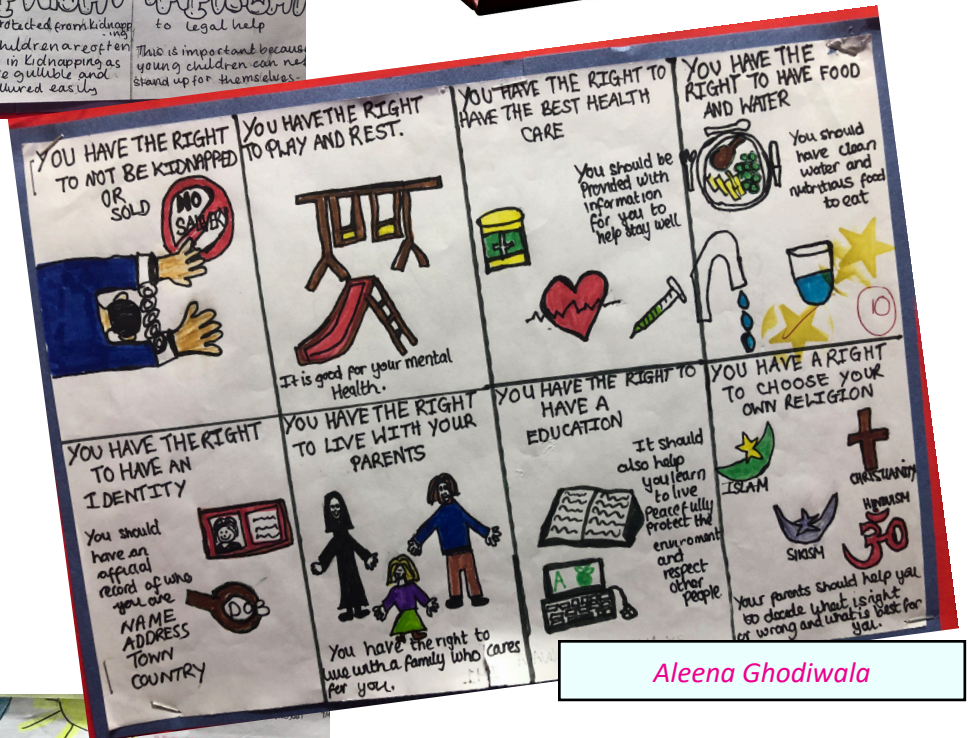
Khadijah Master



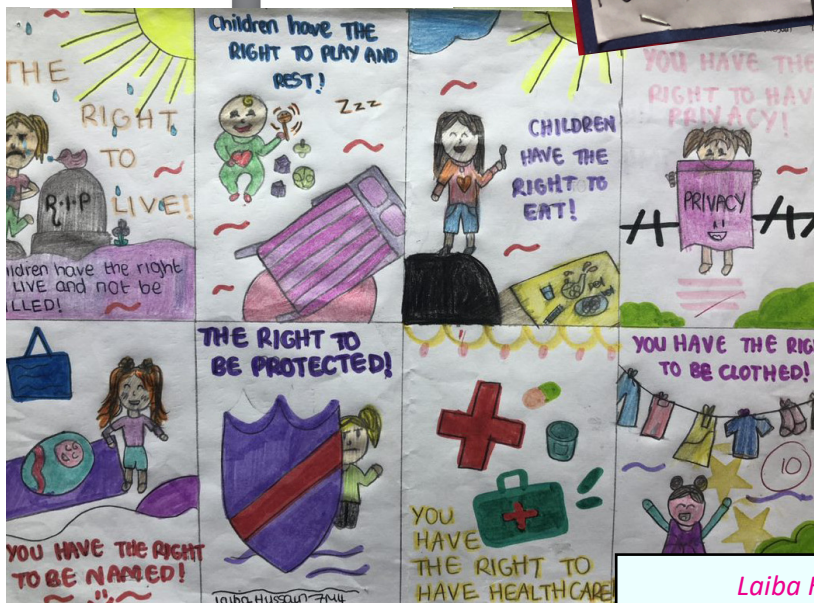
## Rights and Responsibilities in Citizenship



Asiyah Z Patel



Aleena Ghodiwala



Laiba Hussain

Year 7 students share their learning on rights and responsibilities in Citizenship.

## The Wallflower's Great Escape

BY FAIQA MURTAZA, 10S1

It wasn't the crispness of the pages or the smooth surface of the cover that left me dumbfounded. Nor was it the loopholes in the plot, which I sometimes probed restlessly for answers. No, it was the creation of an intellectual magician who moulded together words to create a person inseparable from my innermost being: a comfort character.

You can browse the library for hours looking at titles and famous names, but you will never find perfect solace until you meet your match: a character that introduces you to new outlooks and helps you discover your own. The general praise that 'reading provides escapism' is not enough – ultimate escapism is established when you find the one thing you could never cement in the real world: an unavailing supporter through betrayal and loss, a friend tailored to your mind's needs. Comfort characters range from lonely villains with troubled pasts, to students, unassuming and innocent at the hands of the world's playground.

I've had my comfort character since I was 11, and they provided me with the security I was unable to find in others. They took many forms over the years, yet the personality and ethics behind them remained the same. The key is to remember their fictionality; after all, they

are just a figment of a wild and ambitious imagination. It takes a dreamer to see the world of words in this way – I'd call it a richer way of living.

Utilised correctly, your comfort character becomes someone to enjoy experiences with, a hand to hold when you're not feeling great. The majestic thing about escapism is that you can tailor it to suit yourself, to raise the walls of a new world you love.

Can this world live alongside reality? Or must we leave one behind to engage with the other? After you leave the world of escapism, you begin to tread lightly, caught in that interspace haze and sometimes afraid to return. Understandably so - because escapism is vital for growth and maturity; it is a room in the sky where trust is unwavering, where you can always have hope. After all, what does make this fragile world go round? There is certainly wisdom in searching for answers up in your head, with your feet firmly on the ground.



## KEY DATES

**MON 4<sup>TH</sup> APR**  
End-of-Term Holiday (2 Weeks)  
GCSE and A Level Revision  
Programme Commences

**TUE 19<sup>TH</sup> APR**  
School Re-opens  
Y13 Mock Exams Commence

**FRI 22<sup>ND</sup> APR**  
Y10 GCSE Speaking Exams  
Commence

**MON 2<sup>ND</sup> MAY**  
May Day Holiday

**TUE 3<sup>RD</sup> MAY**  
Two-day Eid ul Fitr Holiday  
(subject to sighting of new moon)

**MON 16<sup>TH</sup> MAY**  
GCSE, A Level and BTEC Exams  
Commence

**MON 23<sup>RD</sup> MAY**  
Y7-9 Internal Exams Commence

**MON 30<sup>TH</sup> MAY**  
Half-Term Holiday (1 Week)

**MON 6<sup>TH</sup> JUNE**  
School Re-opens

**MON 13<sup>TH</sup> JUNE**  
Y12 A Level & BTEC Science  
Work Experience & Mini-MBA  
Week

**FRI 17<sup>TH</sup> JUNE**  
Y8 Media City Trip

**MON 20<sup>TH</sup> JUNE**  
Y10 Internal Exams Commence  
Y7 and Y8 Maths and Islam  
Projects Commence  
Y12 Summer Trip

**TUE 21<sup>ST</sup> JUNE**  
Y12 Careers and Aspirations Day

**WED 22<sup>ND</sup> JUNE**  
Y12 UCAS Day

**THU 23<sup>RD</sup> JUNE**  
Y10 Summer Trip

**FRI 24<sup>TH</sup> JUNE**  
Y11 Finish School

**MON 27<sup>TH</sup> JUNE**  
Y11 Summer Trip  
Y10 Enterprise Week Commences

**TUE 28<sup>TH</sup> JUNE**  
Y7 and Y8 Summer Trip

**WED 29<sup>TH</sup> JUNE**  
Y9 Summer Trip

**WED 6<sup>TH</sup> JULY**  
Y6 Induction Day

**THU 14<sup>TH</sup> JULY**  
Y12 Finish School

**MON 18<sup>TH</sup> JULY**  
7-10 Enterprise, Leadership and  
Sports Days Commence

**WED 20<sup>TH</sup> JULY**  
Spirituality Day  
School Closes for Summer Holiday



Tauheedul Girls



Part of Star



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