



# Kings Langley School News

Issue 10

## A note from the Headteacher



As part of our speaker programme we held talks this week from Dan Sarginson, England Rugby League star, on the topics of mental health and toxic masculinity.

Throughout the session, Dan aimed to challenge the misconception that toughness is the sole solution to mental health challenges, emphasising the importance of seeking help and equipping students with the tools to help themselves and others potentially struggling around them.

The recurring theme of vulnerability as strength permeated the discussion. Dan openly shared his journey, underscoring how suppressing emotions can detrimentally affect well-being. Dan delved into vulnerability as a crucial element for building strong relationships and fostering personal growth. The examples given gave inspiration to Kings Langley students to understand themselves better and the intention behind doing certain things, urging students to break free from unhealthy societal expectations. Dan addressed the concept of low self-worth, offering practical strategies for students to reclaim their self-esteem.

## School events next week

### Saturday 18th November

Y12 & Y13 Bar Mock Trial Competition (Oxford)

### Monday 20th November

Y12 /13 English Students Emmanuel Centre Westminster Trip

### Wednesday 22nd November

SIXTH Form Open Evening 6-8pm

Y11 reports home.

### Thursday 23rd November

INSET DAY—School closed to students.


### Friday 24th November

Wellbeing day - school closed.

### Monday 27th November

Return to school.





Resilience was presented as a mind-set shift, supported by personal stories illustrating how challenges can be transformative opportunities. Insights into the connection between personal struggles, motivation, and academic performance provided students with a deeper understanding of overcoming obstacles and how to achieve this themselves.

As Dan concluded, he reinforced the importance of available support, drawing from his own therapy journey. Students were reminded of the diverse support network around them, including friends, family, school staff and trusted individuals. Equipped with tools to create safe spaces, they were encouraged to be empathetic listeners and learners to help them unlock their potential.

During the day Dan ran two workshops to students on toxic masculinity talking through what a role model should be, what values they should show and challenged the students on toxic attitudes in society and how as leaders in our school and future leaders of society we should all lead by strong values.

I know from speaking with staff and students in all the talks to our year 9-13 cohorts it was a day of reflection and positive action steps. We hope the students involved this week use the strategies and stories shared to help them to unlock their potential.


Dan would like to share his reflection on his day at Kings Langley School:

*Delivering talks to the students at Kings Langley School has been an absolute pleasure; their receptiveness and engagement reflect the exceptional culture fostered within the school. It's clear that the students are not only open to discussions about well-being but actively embrace them, mirroring the ongoing commitment of Kings Langley School to prioritise the welfare and care of its students.*

**The next guest speaker for year groups will be on county lines and gangs in society taking place on Tuesday 28<sup>th</sup> November.**

### **School Visits**

Please can we remind parents/carers that when you visit the school site during the day, you show courtesy to other drivers and set a good example to students who see adult behaviours and this can negatively impact students wellbeing. Please also proceed with caution whilst on site as the entrance area is quite narrow with two vehicles passing just in front of the zebra crossing area.



# Headteacher Commendations

## LanguageNut— Top Performers October

Congratulations to the following students who received their Headteacher commendations from Mr Fisher and Mr Burgin for their outstanding achievements.



**Year 7:** Sophie 7A, Raiyah 7C, Saffron 7D, Jude 7G, Oscar 7J, and George 7P.

**Year 8:** Joshua 8A, Alex 8C, Eduard 8D, Millie 8G, Roma 8J, Katie 8P and Skye 8T.

**Year 9:** Erin 9A, Daisy & Sasha 9C, Reece 9D, Beth 9G, Karina 9J, and Daniel 9P.

**Year 10 GCSE:** Maxim 10C and Riley 10P

**Year 11 GCSE:** Mia 11A and Katherine 11A



# Headteacher Commendations



Congratulations to Jack Y8 on gaining his bronze STEM colour award. Mr Fisher and Mr Tubb presented him with his certificate and badge this week.

Congratulations to the following students for their top achievements in Bedrock in their year: Sophie 7D, Elsie 8A, Adam 9P, Liam 10A and Samuel 11D.



# Headteacher Commendations

The following students were recognised at a Headteacher's breakfast on Tuesday 14 November – this was for outstanding work on Bedrock over the last few weeks, including half term:

Masha, Theo, Aron, and Sania 7A, Sophie 7D, Kane and Kian 7G, Myiah and Connor 7D.



# Best at Bedrock! Week 10

All of these names have been placed into a prize draw which will be drawn at the end of the term.

## Highest points earned in each year group

- Masha - 7A (193 points)
- Sastika - 8A (98 points)
- **Adam - 9P (222 points)**
- Lucy - 10D (82 points)
- Alice - 11G (53 points)

## Highest progress made in each year group

- Aron - 7A (96%)
- Lesley - 8C (455%)
- **Evie - 9J (1440%)**
- Oscar - 10P (500%)
- Billy - 11J (700%)



Confident voices, strong literacy





# Recognition

*Being noticed for doing something positive or achieving something*

## Students of the Week w/c 13th Nov

<b>Art</b>	Katy 12DLK
Excellent approach to exploring oil painting showing creative risk and trying something new.	
<b>Drama</b>	Daniela 9J
For her excellent costume design for STEM in drama.	
<b>English</b>	Luke 10G
For continuing to challenge himself in English and building an in depth knowledge of <i>A Christmas Carol</i> .	
<b>Food Technology</b>	Beth 9G
For always having an amazing attitude towards learning.	
<b>Geography</b>	Dexter 9J
Remaining diligent in his approach to geography, can always be relied upon to contribute positively.	
<b>Politics</b>	Dominic 12ARN
Achieving an A* in his first ever Politics essay! Well done!	
<b>Graphics</b>	Emily 11G
Excellent attitude and focus in lessons.	
<b>History</b>	Liam 10C
Outstanding end of topic test and brilliant contributions in class.	
<b>Library</b>	Sheryl 10A
Excellent commitment to her Duke of Edinburgh skills and volunteering.	
<b>Mathematics</b>	Masha 7A
For outstanding resilience and hard work during the STEM problem solving lessons.	
<b>Modern Foreign Languages</b>	Finley 7D
Always willing to have a go. Great to see his enthusiasm for French.	

<b>Photography</b>	Oscar 12WES
Fantastic independence where further exploration of lesson content has ensured further development of skill.	
<b>Physical Education</b>	Keeden 7D
Keeden immersed himself in the first dance lesson of the half-term and made great progress.	
<b>Product Design</b>	George 9G
For his exceptionally creative and hard work in product design	
<b>Psychology</b>	Jack 13SCO
For displaying independent effort as a learner to make progress and bringing extra work for marking and feedback to improve his performance.	
<b>Philosophy, Religion, Ethics</b>	Roma 8J
Outstanding stickability on a challenging unit covering non-religious worldviews.	
<b>Science</b>	Robert 7J
Good example of stickability and aspiration in class. Focused and displays excellent participation and good work ethics.	
<b>Sociology</b>	Megan 13LIY
For aspirational effort and independent learning, asking for feedback, completing all class tasks and bringing extra work for marking and feedback to improve her performance.	
<b>Textiles</b>	Kiera 10A
Design and progress of textiles products.	
<b>Year 11 Head of Year</b>	Corey 11D
Consistent self – regulation and positive attitude.	
<b>Key Stage 5 Head of Year</b>	Aidan 13OHA
Always willing to take on whatever is asked of him, especially with his write up from our recent guest speaker on Men’s Mental Health.	

**Well done to all of our students who have achieved ‘student of the week’.**



# Artwork of the Week



Yr12 A-Level Art students have been introduced to oil painting and the exciting artwork of South African artist, Ryan Hewett.

Katy produced this transcription copy of a portrait by Hewett; her first ever oil painting. Superb work Katy.

**Katy—12DLK**



# Photography of the Month



Yr12 A-Level Photography students have been exploring lighting effects. In one lesson, students produced silhouette photographs. Oscar experimented with this technique outside of the lesson and produced a set of stunning images. This image is our favourite.

**Oscar—12WES**



# *Staff Testimonial*

## **Dan Sarginson—External Speaker on Men’s Mental Health**

The assembly delivered by Dan Sarginson was thought-provoking, poignant, and engaging. The topic that Dan introduced students to is such an important area which is often unspoken of, particularly that of men's and boy's mental health. Society has moved on massively with gender-equality but there is so much more awareness, exploration and educating that we need to do in order to redefine masculinity and the diverse roles that men and boys play in today's society. Dan spoke honestly about his experiences and this provided our students with the perfect starting point to begin opening our discussion of how men and boys perceive their emotions and their relationships with everyone around them.

Our Yr12 and Yr13 students sat in complete silence whilst they listened and reflected on what Dan had to say. You could sense that the stories and truth of Dan’s presentation resonating with so many of the audience and at the end of the presentation you could see the look of understanding, empathy and students reflecting on their own experiences.

Following the presentation, students of all backgrounds took moments in the day to think and reflect on what Dan said. Some students came forward to speak to members of staff about how the presentation impacted them but the most amazing thing to see, was groups of students taking it upon themselves to sit and discuss what they had experienced and sharing their stories with each other.

Dan has given us the perfect platform for launching The Positive Man Project. The focus of this project is to raise awareness of men’s mental health and start the important discussion of why society continues to define individuals by their gender and more specifically the impact on young men who feel pressured to live up to these stereotypes and unwritten rules. We need to help the next generation to understand that they are individuals that should feel empowered to be their own person and to positively understand their relationships with those around them. We need to dismantle the old-fashioned representation of masculinity and stop using phrases such as ‘man-up’, ‘boys will be boys’, and ‘those are boys/girls subjects’.

***Mr Tubb, Principal Assistant Headteacher & Head of Sixth Form***

***(Nov. 2023)***

# *Student Testimonial*

## **Dan Sarginson—External Speaker on Men’s Mental Health**

We were fortunate to host a retired athlete who generously shared insights into his life in the sports world, shedding light on both the triumphs and the darker, less discussed aspects that many men, including himself, grapple with. In a society where men expressing their feelings is often stigmatised, this athlete Dan, courageously opened up about his struggles with drugs, suicidal thoughts, and the profound impact of alcohol on his life.

Dan's narrative poignantly underscored a critical aspect of depression – the silent battles that individuals, even those who outwardly seem resilient, might be facing. His journey emphasised how seemingly insignificant events in childhood can echo through a person's entire life, shaping their struggles with anxiety and depression.

Following Dan's talk, we engaged in a group discussion, delving into how the assembly resonated with each of us and how we could personally relate to the challenges he articulated. It became clear that mental health has the power to turn someone's life upside down, and the most alarming part is that those around them might be completely unaware of the silent struggles they are facing.

Dan's openness provided a platform for us to recognise the complexity of mental health issues and the importance of fostering an environment where individuals feel safe to share their experiences. The assembly served as a catalyst for understanding and empathy, encouraging us to break the silence surrounding men's mental health and support one another through life's intricate journey.

***Henry, Yr12 Student (Nov. 2023)***

# *Student Testimonial*

## **Dan Sarginson—External Speaker on Men’s Mental Health**

The talk which we received from Dan Sarginson, was both inspirational and moving. It was an honour to experience firsthand a professional sportsman who was so open about past struggles with mental health. With mental health issues being prominent amongst modern teenagers, the talk reassured us as a school community that people suffering are not alone. It provided confidence for people to speak out and get support if required and gave assurance that no issue is too big or too small.

Overall, it was a great opportunity to learn and understand the impact of a poor mental state and strongly boosted the school students’ chances of speaking out and recovering. As a teenage boy myself, it impacted me on a personal level through how easy it was to understand what was being said. It improved my awareness of how men suffer and showed men's mental health as a serious matter is misunderstood. It led me to gain understanding on how to identify flaws in my personal mental health and how I would gain support to overcome it.

*Luke, Yr12 Student (Nov. 2023)*

# *Student Testimonial*

## **Dan Sarginson—External Speaker on Men’s Mental Health**

The assembly on Tuesday with Dan Sarginson was a great experience of what life as a professional athlete is like and how to deal with the mental health problems. Dan talked us through his rugby league career telling us all the highs and lows. Dan played for London Broncos, Wigan Warriors, Gold Coast Titans and Salford Red Devils. Within his career he won two Super League grand finals.

In the assembly, Dan shared his own personal story with us, showing we should not be afraid to open up and express his feelings.

Through Dan’s career he wanted to please people, this led to him to drink and take drugs as he felt he needed to do this to be accepted and have a sense of belonging. He went on to say that he felt like he couldn’t share his feelings as he was a man, and it was easier to black out drunk than to face his feelings.

After being on a high after winning the super league, Dan’s life came crashing down on receiving devastating news of the death of his younger brother. He had fallen from a building, and it was suggested that his death was suicide. Dan had not realised that his brother had been suffering with his mental health in the same way as himself. It was only on reflection of his life through therapy that he realised that the common factor was their upbringing. Dan said that it felt amazing to open up to someone finally and realised he needed help.

The assembly showed me that it was okay for me to share my feelings. That I don’t have to act as though there is nothing wrong. Dan has inspired me with his assembly to look for help if I need it.

***Oliver, Yr12 Student (Nov. 2023)***

# *Student Testimonial*

## **Dan Sarginson—External Speaker on Men's Mental Health**

Men's mental health often goes un-talked about. The societal stereotypes of men having to be hypermasculine and 'Boys don't cry' have developed a level of toxic masculinity that often prevents men suffering from mental health issues from seeking the help they need. To shed light on this issue, retired professional rugby player Dan Sarginson shared his experiences of mental health problems and how despite having every material possession he had ever wanted, his mental health still suffered. Dan Sarginson played for many teams throughout his career including the Wigan Warriors where he was part of the team that won both the 2016 and 2018 Super League trophies. Sarginson had other successes including his international career, where he was part of the 2014 and 2016 England Four Nations teams.

It is clear that Sarginson has had much success throughout his career; he shared with us that despite this success, his mental health continued to deteriorate. A common misconception surrounding sports, especially ones seen as masculine like rugby, is that the players are immune to any form of mental health issues as they are strong men who have no weakness or vulnerability. By being honest and open about his experiences, Sarginson helped to show that what takes true strength is admitting that you need help and support.

This sentiment resonates with many young men today who feel the pressure from society to adhere to the strict guidelines of what makes a man and how masculinity should be present. These societal expectations can lead many young men to bottle up their emotions and think they must suffer in silence. Sarginson explained that by suppressing his emotions things only grew worse and that it was by being open, vulnerable, and seeking professional help that he could tackle the deep-rooted source of his mental health challenges.

Sarginson's assembly helped to show that toxic masculinity creates an environment where men feel unable to speak about mental health problems as there is a stigma that this makes them weak. Sarginson highlighted that sharing is not a weakness; it takes great strength to admit that you are suffering and to seek help. An important message delivered by a man seen to fit the typical masculine stereotypes can help young men suffering in silence to have the courage to show vulnerability and to know it does not





# The Positive Man Project

Following the thought-provoking and inspiring presentation from Daniel Sarginson, the Sixth Form are launching a project called **The Perfect Man Project**.

The focus of this project is to raise awareness of men's mental health and start the important discussion of why society continues to define individuals by their gender and more specifically the impact on young men who feel pressured to live up to these stereotypes and unwritten rules. We need to help the next generation to understand that they are individuals that should feel empowered to be their own person and to positively understand their relationships with those around them.

We need to dismantle the old-fashioned representation of masculinity and stop using phrases such as 'man-up', 'boys will be boys', and 'those are boys/girls subjects'.

Society has changed and the roles that men have in the modern world are different to those as close as ten years ago. There is an increasing population of single-parent dads, same-sex parents, stay-at-home dads, and the changing gender-norms in industries. There is also a cultural expectation that men should be in control of their emotions and showing emotions is often seen as a weakness of character. We hope that this project can address this, engaging students in conversations in the quest for equality and address the unique issues that men and boys face in today's society.

The Perfect Man Project is led by Mr Tubb and will engage positive male role models from across the staff body, students from across all year groups and encourage parents and carers to get involved too.

The group will raise awareness through educating our school population, providing a safe opportunity to increase student voice, and also offer diverse opportunities for our male students to participate in.

Interested in participating, please complete the three questions on the following link: <https://forms.office.com/e/NSLi6V0sMf>, speak to Mr Tubb, email Mr Tubb on [tubbj@kls.herts.sch.uk](mailto:tubbj@kls.herts.sch.uk) or scan the QR code.



# Weekly Character News

## Quote:

“Learn to enjoy and respect each other's differences.”

Fred Meije

## Focused Character Traits and Reflection Questions:

Social awareness      *Are you able to identify difficult situations for others?*

*Are you a bystander or an upstander?*

Empathy      *Are you able to put yourself in someone's shoes?*

*When talking to others, are you an active listener?*

## Themes for the Week:

Protected characteristics

## Opportunities and Activities:

Next week begins a fortnight considering and putting ourselves in the shoes of others. In particular we are looking at the nine protected characteristics in UK law. These are stated in The Equality Act 2010 as: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Assemblies with Mrs Sharp will take place with all year groups, as well as discussions in registration and PSHE lessons linking to many of these areas. We hope that this will encourage students to have greater understanding, an ability to empathise and show compassion and become more accommodating and kinder towards others.

Next Wednesday, we are inviting all year 11 students and their parents to attend our “Into Sixth Form” evening where they will be able to see not only all the subjects that we will be offering at A level, but the additional opportunities and activities that will be open to them as sixth form students. There will also be the chance to visit the new KLSix block and hear Mr Tubb talk about how he and his team have transformed the environment, ethos and culture to the envy of other surrounding schools.



## Weekly Character News (continued)

For all our students, we hope that they make the most of their two-day rest on Thursday and Friday, whether that be starting their Christmas shopping with Black Friday deals; taking the opportunity for some well being activity such as a nice long walk or reading a good book; or maybe even some volunteering or doing something nice for someone else. Whatever they decide, we hope it allows them time to recharge ready for the hard work and focus for the remaining four weeks upon their return!



Enter Dove's  
**Spread the Confidence**  
competition

Dove  
Self-Esteem Project

national schools partnership

Last week we posted all the names of students who completed and entered this competition. Whilst we await the outcomes of the National Competition, we have deliberated, discussed and are ready to deliver our “In School” Winners!



Congratulations go to:

**1<sup>st</sup>: Henry 7P**

**2<sup>nd</sup>: Sania 7A**

**3<sup>rd</sup>: Finlay 7D**

*Specially commended: Lucy 7J*



Winning design—Henry 7P

# Drama News: Matilda



Last Saturday saw the first of the weekend rehearsals for Matilda Junior. The sun was shining and the hall was buzzing with lights, music and a LOT of action. It was wonderful to see the show coming together and such positive contributions from all involved. And finally.....TICKETS ARE GOING ON SALE! Get your tickets on Scopay from Monday. There will be two performances, both starting at 7pm, on Thursday 14<sup>th</sup> and Friday 15<sup>th</sup> December. Adults £7 and children/concessions £5. Please come and see what our "revolting" children have been up to!



## STEM - Poppy Competition



Entries to the poppy competition were received from;

Summa - Louise 8D- Hand made poppy

Jack 8A- Glass painted plate

Emily 9A- Poem and sketch

Joshua 8A Poppy Model

The winner was Jack 8A - Glass painted plate



# TOOLED UP®

BECAUSE EVIDENCE MATTERS

With many schools marking Anti-Bullying Week and World Kindness Day, your children will be talking through themes at school and are likely to come home full of ideas and questions. Tooled Up can help you support the great conversations that have been going on in schools? What does research tell us about how to cultivate altruism in children, and what impact this can have on the people around them and their own sense of self?

Professor Robin Banarjee from the University of Sussex is an expert on research into kindness. In our [podcast](#) he talks with Dr Weston about the impact that observing and performing acts of kindness can have on children. Kindness gives children a sense of agency, the belief that they can impact the world around them, and a belief that the world is a hopeful and benevolent place.

Our [kindness passport](#) is a great resource to use with younger children. It encourages children to notice all the kind things that they do for others. When they do something kind, they take this book to their teacher (or a family member) to get it stamped. We've included plenty of ideas for them to try, but there's also lots of space for them to write down their own kind acts that we haven't thought of.

If you are raising older teens, consider using our [conversation starters](#) to kick off a good family discussion around values. As a family, how do we treat others? What is our motto? What do we consider to be 'unacceptable' behaviour? What is bullying behaviour? And how can we ensure we don't feel tempted to participate in it at school, at work or in personal relationships?



There are two versions of our downloadable activity on treating others kindly, one for younger children and one for teenagers.

It is important our children are encouraged to stand up for others and to gently challenge poor treatment when they see it. How can we raise upstanders? Here are a few tips for you to consider.



Relationships, Kindness and Success



Kindness Passport



Family Values



Treating Others Kindly (younger children)



Treating Others Kindly (teenagers)



Raising an "Upstander"



## STEM Challenge

### This week's challenge:

Three men are lined up behind each other. The tallest man is in the back and can see the heads of the two in front of him; the middle man can see the one man in front of him; the man in front can't see anyone. They are blindfolded and hats are placed on their heads, picked from three black hats and two white hats. The extra two hats are hidden and the blindfolds removed. The tallest man is asked if he knows what colour hat he's wearing; he doesn't. The middle man is asked if he knows; he doesn't. But the man in front, who can't see anyone, says he knows. How does he know, and what colour hat is he wearing?

### Last weeks Answer:

**How can  $8 + 8 = 4$ ?**

When you think in terms of time.  $8 \text{ AM} + 8 \text{ hours} = 4 \text{ o'clock}$



# *Into the Sixth Form Open Evening*

Wednesday 22nd November, 6pm-8pm



- ◆ Find out about the courses we offer
- ◆ Learn about A-Level subjects and recommended subject combinations
- ◆ Speak to subject specialists
- ◆ View and experience our brand new, purpose built sixth form building
- ◆ Speak to our SENCO
- ◆ Find out about bursary information
- ◆ Speak to current students of the sixth form
- ◆ Hear about the successes and destinations of past students of the sixth form
- ◆ Find out why KLS Sixth Form can further unlock your potential and take you towards your career aspirations

The Head of Sixth Form talk will start at 7pm.

If you would like any information about the evening or about sixth form, please email [6form@kls.herts.sch.uk](mailto:6form@kls.herts.sch.uk) or speak to Mr Tubb, Principal Assistant Head & Head of Sixth Form.



**YOUR  
SCHOOL  
LOTTERY**

**This weeks jackpot winning numbers are:**

**38424**

**One of your supporters won £29.70 in the draw!**

**Remember to check your email to see if you've won!**

If you haven't signed up yet visit our lottery here - <https://www.yourschoollottery.co.uk/lottery/school/kings-langley-secondary-school>

## **FoKLS - Tombola Donations**



At this year's **Kings Langley Christmas Lights Switch-On** we will be running a bottles and sweets tombola for our



PTA – the Friends of Kings Langley School.

**Students** - Please bring in sweets and chocolates for the sweets tombola, students from 7C will come round to collect your donations over the next two weeks in form time. We are looking for a range of prizes – from packets of mini-Haribos to large slabs of chocolate!

**Parents** – Drop off any donations at reception. Please donate bottles of wine, juice, shower gel, etc.

On the day – come along and support our stall, on Kings Langley High Street – near the junction with Vicarage Lane.

**Saturday 2<sup>nd</sup> December, 3:15 – 6:15pm.**

*Ms Chabrel and Mr Crisp*





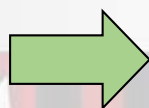
# Attendance Ladder

*MORE TIME IN SCHOOL =  
MORE TIME TO LEARN!*

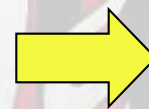
4 SCHOOL DAYS  
OFF EACH YEAR



7 SCHOOL DAYS  
OFF EACH YEAR



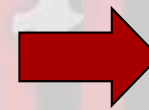
9 SCHOOL DAYS  
OFF EACH YEAR



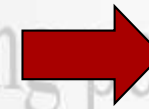
11 SCHOOL DAYS  
OFF EACH YEAR



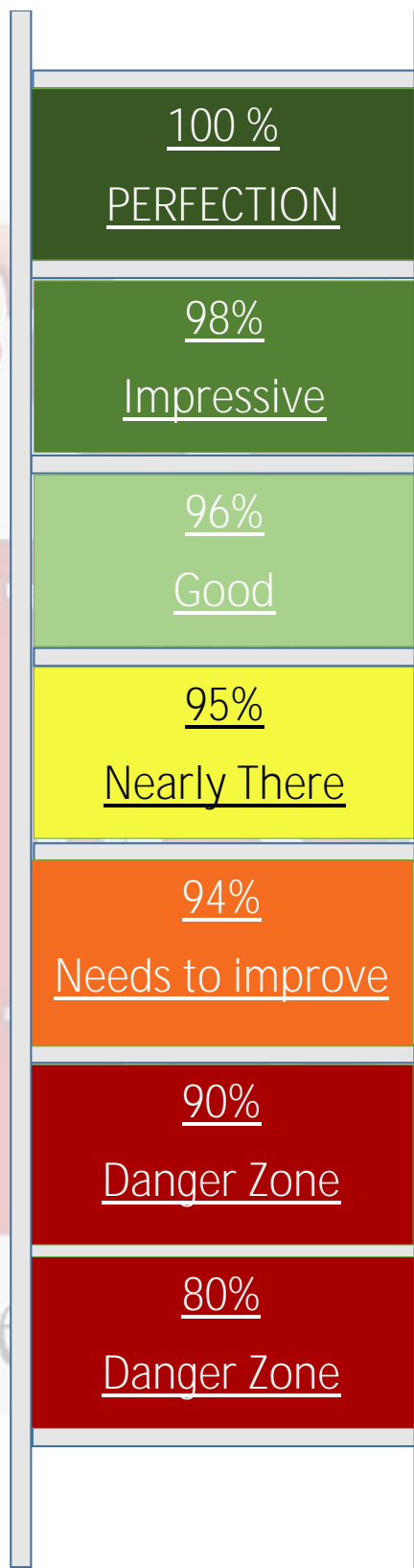
19 SCHOOL DAYS  
OFF EACH YEAR



2 MONTHS  
OFF EACH YEAR



Nationally, only 35% of students who miss between 10% - 20% of school go on to achieve 5 GCSEs at grade 9 to 4 (A\* - C)





# House Competition Christmas Cakes



## Competition:

Are you a STAR Baker. To enter please design and make a Christmas cake or set of cakes.

You may choose any style and size of cake and any form of decoration

## Competition details:

Students should bring in their completed cake(s) on Monday 4<sup>th</sup> December to Miss Scanlan in G205 Food room by 8:30am. Your cake will need to have a label to go next to it with your name and form.

Several prizes are up for grabs as well as house points for entering. Cakes will be judged by Mrs Borrowdale and Miss Scanlan during the day ( 4<sup>th</sup> December) and then in the evening at the School Christmas Market the cakes will also be judged by those visiting the fair.

You will be able to take your cake home at 8pm on the evening of the 4<sup>th</sup> December from the Christmas Market.



Children welcome -  
a festive event for all  
the family



**KINGS LANGLEY SCHOOL**

Invite you to join us at  
our forthcoming

# CHRISTMAS MARKET

*Monday 4th December 2023*

*6pm - 8.30pm*

A variety of stalls offering everything from fashion accessories, candles, a wide range of jewellery, cosmetics, handmade cards, gifts, plants and home accessories, unique artwork, hand made bunting, refreshments, raffle and much more...

**£1 entry, children under 10 free**

If you would like to have a stall at the above event,  
we would like to hear from you.

Tables are £25 per table

PLEASE CONTACT: JAN WRIGHT

[wrightja@kls.herts.sch.uk](mailto:wrightja@kls.herts.sch.uk)

Kings Langley School, Love Lane,  
Kings Langley,  
Herts, WD4 9HN



## Bedrock Young Authors Competition 2023

**Take us on a journey with you...**

Theme: Journeys

Entries close: 12<sup>th</sup> January 2024

Word Count: 200 words

For ages: 6-16



- Your story featured in the Bedrock digital library
- £250 book voucher for your school
- A Bedrock goodie bag



- £100 book voucher for your school
- A Bedrock goodie bag

Winners will be announced 1<sup>st</sup> February 2024

You can enter as many times as you like in either category, fiction or non-fiction.

Please email your entries to Mrs Butt by 10<sup>th</sup> January 2024 with your name, age, form and story name.