

Children are Born Persons

A Message from the Headmaster

Mr Jason Fletcher

Charlotte Mason's educational philosophy begins with the statement that 'Children are born persons.' Although this might seem self-evident, it is in part the application of this principle — rooted in the Christian belief that all people are created in the image of God, equal in value and dignity — that makes Heritage quite different to what you might find in many other educational settings.

In her *Philosophy of Education* Miss Mason wrote, 'We must know something about the material we are to work upon if the education we offer is not to be scrappy and superficial. We must have some measure of a child's requirements, not based on his uses to society, nor upon the standard of the world he lives in, but upon his own capacity and needs.'

How do we ensure that we are looking at children according to their 'capacity and needs' as persons rather than by some more limited standard? The answer, perhaps most fundamentally, lies in the depth of our commitment to relationships. The small size of our school (200 pupils across 12 year groups) means that each child knows and is known well by his or her peers and teachers alike. Talk to our pupils and alumni about Heritage, and more likely than not they will talk first about the close connections that they've formed.

I am sometimes asked if there are plans to grow the size of the school, and my answer is always an emphatic 'no'. As much as I would like to make our approach to education available to more children in the Cambridge area, our size is fundamental to our ability to deliver on an educational vision that starts with a deep respect for and enjoyment of children as persons.

I think you will also catch glimpses of this ideal throughout the pages of this issue. With a return toward more normality this term, you can see the ways that we as a school have been able to cement the bonds with and among our pupils. So much of life during the pandemic has been relationally 'thin', which is why we have been so pleased to be able to resume opportunities for learning outside of the classroom. School trips, performances, camp, athletic events and leavers' celebrations are all important for what they teach pupils about themselves and the world, but also for the way they enables pupils to get to know their teachers and their peers better. This, in turn, enhances classroom learning. We are pleased too that we have been able to welcome parents back to some of our events.

We are looking forward to the year ahead, but in the meantime I wish each of you a very happy summer. I hope you are able to enjoy time with family as well as time engaging with the natural world and reading lots of books. We've got some book recommendations for you in this issue. Hopefully you'll also have a chance to travel at least around this amazing island. I want to thank all of our pupils, parents and staff, as well as our broader community of supporters for all you have done to help us get successfully through this exceptional year.



Stay & Play

Pupils at Heritage have the unique opportunity for a gentler start to full time education, with three half days per week for pupils in Lower Prep, and one half day in Upper Prep. This balance to the week allows children time to assimilate and internalise their learning through independent exploration and play of their own choosing, and to rest and recharge their batteries at home. However, for parents who need to extend their child's time in school, their children can 'stay and play' until the usual end time of 3.30 pm.

The Stay & Play programme is run by Lower Prep Teaching Assistant Miss Cage, an exceptional member of staff and beloved by pupils and parents alike. The children who participate in the programme form a small, close-knit group. They have all come to know each other well and play beautifully together.

The programme normally takes place at Panton Hall, where the children have access to the large assembly room and the lawn outside. The time is most often dominated by unstructured imaginative play, whether with the many toys available or by using the objects around them in creative ways. (One of the most popular recent pastimes employed a projector table as a pirate ship.) The play is self-directed, with minimal teacher intervention.



Sometimes there will be a walk to one of the local outdoor parks or outdoor play on the lawn when the weather allows, with occasional water play on very warm days. The session always ends with tidying up and then a game of hide and seek, of which the children never seem to tire even with a limited number of places to hide.

Going to Duxford, ice-cream on Kings Parade, play dates in the parks, and paddling in The Rush are all firm favourites in our house. However, both my boys, hands down, would choose an afternoon at after school club over any of these.

-Irenee Daly

Our daughter loves the personal and fun Stay & Play afternoons — she has become best buddies with her friends who also attend, and they play so well together. They sometimes go for a walk or to the park and play outside and love all the educational toys. It means she finishes at the same time as her older sister, and in addition to being convenient for us (her parents), she likes being picked up with her sister too.

-Andrew Klein

Boys and girls must have time to invent episodes, carry on adventures, live heroic lives, lay sieges and carry forts, even if the fortress must be an old armchair, and in these affairs the elders must neither meddle nor make.

-Charlotte Mason



Junior Non-Uniform Day

The Junior School Council raised £167 for the Global Coronavirus Appeal via the Red Cross during their Non-Uniform Day on Tuesday 15th June. The theme of the day was 'Animals'!



Sports Days

We are pleased that we were able to hold our Sports Days at the Leys' outdoor sports facilities this year. Although this annual event had not yet returned to normal (Infants, Juniors, and Seniors competed on separate days, and the customary whole-school picnic was notably absent), parents were happily able to spectate this year, socially distanced within their class bubbles. Older pupils provided support and helped to record the results for each event — Year 6 with Infants, Year 9 supporting Juniors, and Year 11s for Seniors — allowing an opportunity for interaction between age groups that everyone has been missing this past year.

Infant events included running, relay races, bouncing, jumping and throwing. Juniors competed in races of different length, as well as athletic events like the shot put and long jump. Seniors participated in running races, shot put, javelin, high jump, long jump, discus and javelin. Pupils were divided into teams competing for the top spot in each event, but despite the spirit of competition, good fun and festivity prevailed.

The final results are below. Mrs Eastwood writes, 'Congratulations Red Team, but well done to everybody for amazing effort across all three sports days!'

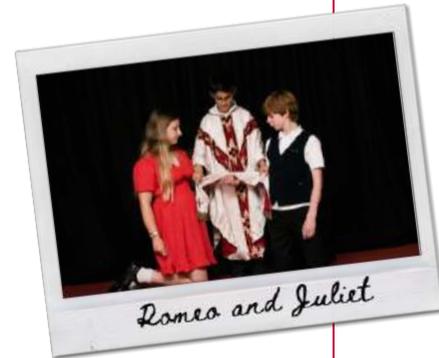
	Red Team	Blue Team	Green Team	Yellow Team
Infants	624.4 Second	624.6 First	599.7 Third	597.7 Fourth
Juniors	243 First	183 Third	181 Fourth	195 Second
Seniors	220 Third	230 Second	241 First	194 Fourth
Total	1087.4 First	1037.6 Second	1021.7 Third	986.7 Fourth



Taking to the Stage Again

This half-term was full of drama. Drama performances, that is! During the final two weeks, classes performed their chosen play before a small group of socially distanced family bubbles in Panton Hall on separate evenings. Each pupil played a part in the performance, with some of the major characters changing between scenes in order to give everyone the opportunity to exercise their acting chops.

Year 7's performance of Shakespeare's famous love story *Romeo and Juliet* was an abridged version that the pupils had whittled down to a mere 45 minutes in rehearsals (or 30 minutes for the live performance, when the adrenaline kicked in!) They did a fantastic job of 'dissecting it and giving us the quintessence' of the play, as Mr Burden noted afterward. Mrs Dingley, who worked with the class on their preparations, commended them not just for the performance itself, but also for embracing ownership of elements like the lighting and set as well.



During that same week, Year 8 delivered a thought-provoking performance of *An Inspector Calls*, written by JB Priestley and set in 1912, a mere two years prior to the start of WWI. The theme of the play was summed up in the chilling lines delivered by the titular Inspector: 'We don't live alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, then they will be taught it in fire and blood and anguish.' Mrs Dingley noted that, although this was a 'challenging text, normally done at GCSE,' the children understood it and were able to carry the story well.



Mrs Parkinson directed Year 6 pupils in an excellent performance of *Macbeth* the following week. The pupils opened the play with reminders to the audience cleverly delivered in Shakespearean language: ('Stay in your bubble or there will be toil and trouble.') The abbreviated adaptation of the play was expedited by the use of a series of narrators who explained certain plot points to the audience, while the pivotal scenes were performed splendidly by the actors playing the part of each main character.



Restrictions on live musical performances compelled Year 5 to pre-record their musical, *Greece Goes to Pieces*, which was then shared with their families to watch at home. The story is set in Athens around 400 BC, telling the story of a pot maker named Peta who introduces us to famous Athenian scholars like Socrates, Plato, Hippocrates and Aristophanes. The lively tunes, sung beautifully by the children, contain tongue twisting lyrics like 'Peta Potter picked the perfect spot upon the top of the Acropolis' and 'It's the Pelo, Pelo, Pelo, Peloponnesian war again.'



Year 6: Moving Up

As Year 6 pupils prepared to wrap up their time in the Junior School, there were some special celebrations to commemorate this milestone.

The class were treated to an Activity Day at Thetford Forest, where they had an opportunity to complete the Go Ape course along with cycling led by Mr Hulett. Even though it wasn't the usual camp experience, the day was a fun and special one nonetheless. Mr Hulett also composed a touching slideshow of memories from throughout Year 6's time at Heritage, which was played at the end of their drama production to a delighted audience.



Introducing the Seniors Leadership Team

Congratulations to the new Year 11 Leadership Team: Head Boy Freddie and Head Girl Alix, and Prefects Catherine, Isabel, Kit and Nathaniel. They are already off to a great start with their much appreciated help at the Year 11 Leavers' Reception.



Getting Back to Camp

We think it is so important for pupils to get outdoors and engage with the real world that each year our school fees include a school camp for every pupil from Year 4 and up. Although we had to put these experiences on hold over the past several months, this term we were able to offer a Senior Camp thanks to the extraordinary efforts and enthusiasm of our staff and parents.

During the last week of term, Seniors went to Pateson Lodge Centre in Coltishall near Wroxham in Norfolk, where they spent their days on a series of hikes, canoeing, raft building, bridge building, climbing and abseiling. Years 9, 10 and 11 had the opportunity to complete a DofE Expedition.



These experiences encourage pupils to be confident campers and to enjoy the outdoors. But just as importantly, relationships are strengthened by spending time with one another and undertaking challenges together in a new setting. Pupils are able to stretch themselves personally and have the opportunity to exercise leadership. This type of risk taking helps young people develop confidence that carries over into other areas of life as well.

Thanks to the staff and parents who made it all happen; Mr Appleyard, Mr Atkinson, Mr Bell, Mr Burden, Mr Hulett, Mrs Lowe, Dr Martin, Mrs Pluke, Mrs Scarlata, and Mrs Strachan. Special thanks to Mrs Wren and her catering team – Dr Hader, Mrs van Wyk and Miss Bell – for feeding everyone. And of course, for the tireless efforts of Mr Fletcher from start to finish.

A Fond Farewell to our Leavers

As our Year 11 Leavers prepared for the next step of their educational journey, we took some opportunities to celebrate their Heritage education, and to cement some elements from their time here that we hope they will carry with them for a lifetime of learning.

During the penultimate week of school, Year 11 pupils participated in The Big Picture Course — a programme that helps our Leavers draw together the threads of their education at Heritage, to discuss overarching ideas and questions, and to consider some of the big ideas that shape our culture. In keeping with the school's ethos, Christian perspectives were discussed but the goal was ultimately to encourage pupils to think critically and question things philosophically for themselves. Led by Mr Fletcher and Dr Martin, the course always ends by watching and then discussing a film that says something interesting about our culture. This year it was *The Truman Show*, a film about the artificiality of television and the way it affects our perception of reality.

That weekend, Leavers concluded their time at Heritage with a Leavers' Service, featuring a musical performance by Year 11 pupil Amy C on the flute, accompanied by Mrs Lowe. Speeches were made by Head Boy Maxwell and Head Girl Holly, followed by encouragements from Mr Fletcher and a prayer led by Mr Burden. Mr Hulett, as always, concluded the time with a delightful photo slideshow. The service was followed by a reception with family members, and then the Leavers celebrated their final moments together as Heritage pupils with a festive evening party in Panton Hall, complete with Mr Appleyard DJing.

We are sad to say goodbye to our class of 2021, but we hope that each of them will stay connected with us as alumni. We are eager to hear about all that they will go on and do after their time with us.



Mrs Pluke's Cycle Ride

This summer, Mrs Pluke will be riding from Lands End to John O'Groats to celebrate her 50th birthday. She's doing it in remembrance of her father, who ran the same route as part of a record-breaking four-man relay in 1957 — and to raise money for Amazing Grace School in Uganda. We asked Mrs Pluke for some more details about her daring ride!



When and how did you first decide to do this?

Well I wanted to do something memorable for my 50th and I have already done a couple of London marathons, so thought cycling was the next rite of passage for a woman of my age. I suppose I chose this particular route — Lands End to John O'Groats — because it is the ultimate cycling challenge; and when clearing out my mother's house last year I found all the articles and photos of my father's run of 'LEJOG' when he was a student at Oxford University in 1957. So it was a way of remembering and paying tribute to him.

Tell us a little more about your dad. He sounds like quite an athlete!

Well yes; he never made the rugby team as he was too short (5 foot 6) and being born with a hearing impairment he never did military service. All in all I think he was out to prove something; having only made the second cross country team at Oxford spurred him on to organise the race (maybe to make a point to the first team). In addition to being a runner, he was a great organiser and planned the whole thing meticulously. He was also obsessed with maps. He continued running until he was about 50 and then switched to walking, completing the Santiago de Compostela pilgrimage twice aged 60 and then 70 —going the opposite way each time for different views!

When will you be starting and finishing?

1st to 13th August; 13 days with an average of 75 miles per day and 94 miles on 3 of the days.

Will you be with others or on your own?

I will be riding with my husband in a group of about 20. It is a small organised tour group and we have a support van to carry our bags! Unlike my dad I will not be resting on a groundsheet on the side of the road but will be staying in small hotels along the route. We don't know any of the other riders but they all look extremely fit from their Facebook posts!

What are you most nervous about?

The average daily elevation is 4,000 feet and peaks at 7,077 feet on one of the days; so being born in Norfolk and living most of my life in East Anglia, the hills are a bit of a worry. I specifically fear running out of gears, slowing down and falling over because you can't de-cleat on a gradient at low speed. (I discovered this on a hilly ride in Leicestershire last week and took a fair bit of skin off my knees in the process). Getting lost is also a talent of mine and I don't want to do ANY extra mileage if I can help it.

What are you most excited about?

Probably the meal and the bath at the end of each day. Also the amazing scenery across the length and breadth of Britain and getting a feel for the human geography of our country as we go through towns and cities as well as rural landscapes. I also like getting to know new people so I will probably be the last to leave the bar each night and totally burn the candle at both ends while my sensible husband behaves like a true athlete.

For Mrs Pluke's fundraising page, go to stewardship.org.uk/pages/RebeccaPluke. All sponsor money will go directly to her charities and not the cost of her trip, which she is covering fully.

Staff Summer Book Recommendations

We love reading books, and not just with our pupils. Here, our staff shares their summer reading recommendations with you, our parents and supporters. Happy reading!

Mr Pete Atkinson

I'd like to recommend *The Rescue Mission: The Bible as We've Never Experienced It Before*, a book that I wrote as a labour of love over 15 years. It presents the Bible's overarching narrative as a page-turning novel, weaving the threads which run from Genesis to Revelation. (Note: the book is appropriate for Year 7 and up, equivalent to a 12A film rating.)

Mrs Charis Beynon

Nora Webster by Colm Toibin, a book about a recently widowed woman bringing up her children in a provincial Irish town. According to *The Guardian*, it's 'A marvellously controlled work. Few novelists today have the nerve, as Toibin does, to portray life as it is, rather than as art would have it, and still move us deeply.' Refreshing to read a book about a normal middle aged woman.

Mrs Catriona Buchanan

I recently read *A Woman is No Man* by Etaf Rum on recommendation of Mrs Pilkington. I was fascinated by the insight into the confined lives of 3 generations of Arab-American women living in New York. It was very thought provoking!

A similar cross-cultural read was *Americanah* by Chimamanda Ngozi Adichie. I listened to this one, which I strongly recommend to best enjoy the Nigerian turn of phrase. I've lived in both New York and Nigeria which probably explains why I liked these books so much. I find cultural identity very interesting, probably because my own is such a mish-mash!

Mr Jonathan Burden

Tom Templeton is a good friend of mine who was a journalist at *The Observer* and later became a doctor. He wrote a book called

34 Patients, about some of the remarkable patients he has met over the last decade and the profound, life changing medical experiences they were undergoing. 34 short (sometimes very short) glimpses into human lives in crisis.

Mrs Jean Carter

I find it fascinating to read stories about different childhood experiences. Several years ago having heard the comedian Trevor Noah speaking on the radio about his book I read *Born a Crime: Stories from a South African Childhood*. It is a book about growing up as a mixed-race child in apartheid South Africa. It is in turn shocking, moving, and funny and gives insight into recent history.

Also *Hamnet* by Maggie O'Farrell. It is a tender re-imagining of Shakespeare's son whose life has been all but forgotten, but whose name was given to one of the most celebrated plays ever written. I loved it all the more, having visited Shakespeare's home and Anne Hathaway's country house in Stratford-upon Avon recently, and could imagine the setting exactly.

Mrs Elaine Cooper

A Time of Gifts, a classic travel book by Patrick Leigh Fermor. In 1933, at the age of 19, Fermor decided that he wanted to walk across Europe to Constantinople. Starting in Holland, after catching the boat from London, he has his passport, a little money, a small bag of belongings and a new pair of hob-nailed boots. Beautifully written, the author takes you with him on this unhurried journey and adventure across Europe during the lull between the World Wars. He determined to go on this tramp as an itinerant scholar, sleeping where he could and talking to whoever crossed his path.

Staff Summer Book Recommendations, continued

Mrs Sarah Dingley

I love *The Book Thief* by Markus Zusak. It's a poignant, moving depiction of love and loss through the eyes of the narrator, Death himself. It celebrates the best of humanity in the face of excruciating pressure, and books.

Mrs Jenny Fleck

A Long Petal of the Sea by Isabel Allende: An epic tale spanning the course of over 40 years as we follow a couple as they experience the Spanish civil war and then their journey to Chile as refugees to start a new life.

The Sympathizer by Viet Thanh Nguyen: Winner of the Pulitzer Prize for Fiction, this is a spy novel, an exploration of extreme politics, and a love story that explores the legacy of the Vietnam War in literature, film, and the wars we fight today.

Where the Crawdads Sing by Delia Owens: At once an exquisite ode to the natural world, a heartbreaking coming-of-age story, and a surprising tale of possible murder.

Milkman by Anna Burns: A tale of gossip and hearsay, silence and deliberate deafness. A story of inaction with enormous consequences.

A Gentleman in Moscow by Amor Towles: Brimming with humor, a glittering cast of characters, and one beautifully rendered scene after another, this singular novel casts a spell as it relates the count's endeavor to gain a deeper understanding of what it means to be a man of purpose.

Hamnet by Maggie O'Farrell (see Mrs Carter)

Mrs Rachel Good

Dear Reader: The Comfort and Joy of Books by Catherine Rentzenbrink: Leads you on to reading all sorts of other books.

The Bookseller's Tale by Martin Latham: Lots of interesting stuff about readers and history of reading.

The World of Yesterday by Stefan Zweig: This memoir describes Vienna of the late Austro-Hungarian Empire, the world between the two world wars and the Hitler years. Just a brilliant book, albeit a bit depressing.

The Europeans by Orlando Figes: Great insight into music and influence of the development of the railway in 19th century Europe.

Mrs Lizzie Grove

Mudlarking by Lara Maiklem: The author has scoured the banks of the Thames for nearly twenty years, in pursuit of the objects the river unearths. What began as a search for solitude came to reveal the story of a city, its people and their lost ways of life.

The Familiars by Stacey Halls: Historical fiction that paints a fascinating portrait of the perilous position of women in the 1600s

The Foundling by Stacey Halls: Set against the vibrant backdrop of Georgian London, *The Foundling* explores families, secrets, class, equality, power and the meaning of motherhood.

Mrs Jacky Hulett

How to Read Water by Tristan Gooley. A really interesting non-fiction book originally recommended to me by Mrs Pluke. You'll never look at water in the same way!

Mrs Evelyn Strachan

Fountains of Silence by Ruta Sepetys: A young adult book on the shortlist for the Carnegie Prize this year, the story is set in Franco's Spain following a disparate group of characters digging up a sad but gripping corner of history.