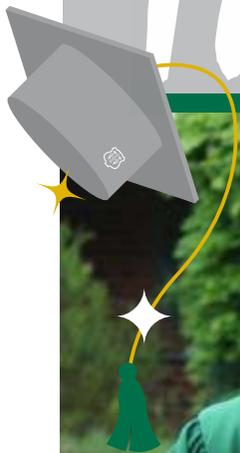


# The Linkway



## Welcome to the new academic year

Inside this issue of The Linkway, you'll find:

- | Summer Term Shout Outs
- | Our Field for Ukraine Installation
- | Interviews with two of our longest-serving staff members
- | A report from Young Enterprise
- | A tribute to Queen Elizabeth II

And much more...

Hi, I'm Riya and I'm one of the new Deputy Head Girls. This year I will be helping to bring the school community together, and I'm most looking forward to organising Prom.

*Riya, Deputy Head Girl*

Hi, I'm Libby and I'm the new Head Girl for this year. I'm thrilled to be working with an amazing Prefect Team to organise events and represent the student voice. We're always keen to have input from students in all years!

*Libby, Head Girl*

Hi! I'm Sukhmani and I'm one of the Deputy Head Girls this year. I'm so excited to work with all the prefects to help to organise events and plan the yearbook, but also to support Libby and act as a representative collective student voice.

*Sukhmani, Deputy Head Girl*



# Welcome

# from our new Editors!



This year we have a new group of Year 12 students as the editors of *The Linkway*. Here are a few fun facts about the new editors:

We all study a wide range of subjects which means we have a wide range of interests and knowledge. We hope these will be reflected here so that there is something for everyone in our student magazine.

- | **Hannah** loves her dog and listening to Talia Mar
- | **Canis** adores plants and enjoys gardening in her free time
- | **Hannah A** has lived in three different countries
- | **Tanuja** enjoys singing and learning some of her favourite songs on the Ukulele
- | **Angela** has had over 100 pets in her lifetime
- | **Farah** is part of the UK Youth Parliament

*Would you like to contribute to The Linkway?*

We are looking for reporters from all year groups: if you are interested in contributing to the magazine then please email **Ms Agnew** (English teacher)



# Exam Results



After two years of teacher-assessed grades, students sat their first series of GCSEs and A Levels in 2022. Not only did they take on the huge challenge of facing these exams, but they also soared above and beyond with their amazing results. Here's an overview of the results:

## A Levels

- | 33% of A Levels graded A\*
- | 80% of students achieved A\*-A
- | 94% of grades awarded A\*-B
- | 98% of grades awarded A\*-C
- | 60.8% of our Year 13 students achieved A Level grades comprising only A\* and A grades
- | 78.4% of our Year 13 students achieved AAB grades or better at A Level (the minimum grade profile typically required to study many competitive courses at leading universities)

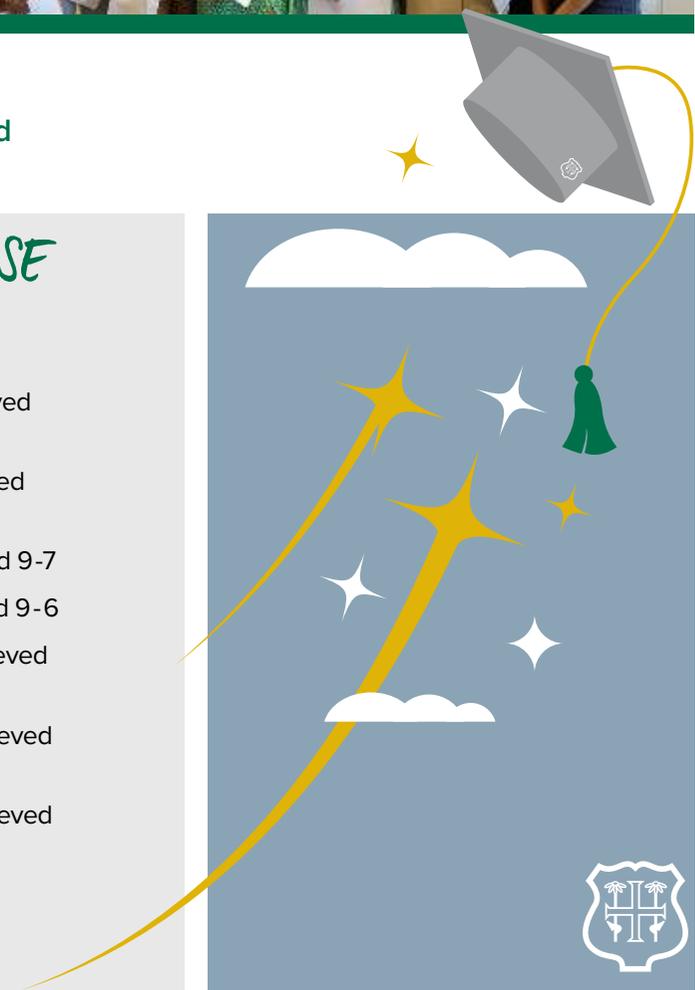
## Extended Project Qualification (EPQ)

- | 46% of grades awarded A\*
- | 100% of students achieved A\*-A
- | 100% of grades awarded A\*-B
- | 100% of grades awarded A\*-C



## GCSE and IGCSE (Overall)

- | 43% of students achieved grade 9
- | 71% of students achieved grades 9-8
- | 90% of grades awarded 9-7
- | 97% of grades awarded 9-6
- | 18.8% of students achieved 9 or more grade 9s
- | 30.4% of students achieved 7 or more grade 9s
- | 53.6% of students achieved exclusively grades 9-7



# Exam Results *(continued)*

## From our students...

"I am going to Queen Mary University of London, Barts and the London, to study MBBS Medicine."

**Michelle, Class of 2022**

"I am extremely happy with my GCSE results! I am so proud of my achievement and glad that my grades reflect all the hard work I have put in, especially as we have had such a challenging last two years."

**Mehma, current Year 12**

"I was very happy and relieved when I received my GCSE results, and now that I have begun my A-Levels, I look forward to delving into the subjects which I enjoyed at GCSE at a deeper level, as well as expanding my knowledge of external topics through my EPQ."

**Leila, current Year 12**

“

"I am going to Loughborough to do Psychology. After uni, I do not yet know what I will do but one of the current ideas is to set up an arts therapy centre for adolescents struggling with mental health issues."

**Dayna, Class of 2022**

”

## From Mrs Lucas...

"With these results under their belt, I am optimistic and excited to see what this cohort will go on to achieve in the Sixth Form, but I am equally excited to watch the girls continue to develop into confident, kind, socially aware members of society, and well-rounded individuals."

**Mrs Lucas, our Head, about the GCSE results**

“

"Today really is the kind of day that you dream of as a Head. I am so proud of what our students have achieved and of their teachers who have enabled them to fulfil their potential."

**Mrs Lucas, our Head, about the A-level results**

”



# Summer Shout Outs

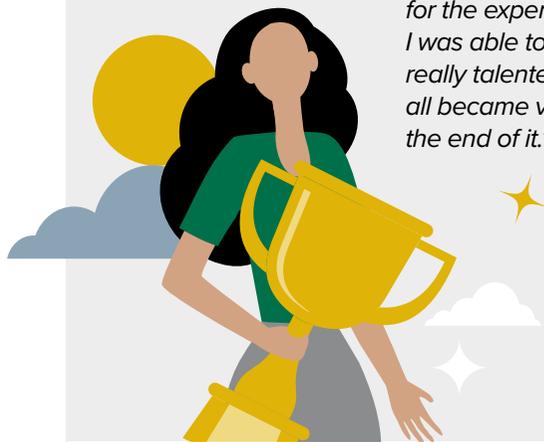
## House Arts: Kahlo Holds Two-year Streak

Year 13 Kahlo students continue their two-year winning streak in House Arts with an inspirational tale of justice in the legal system. The team worked to produce a play that had us all on the edge of our seats from start to finish and led us through twists and turns that nobody saw coming!

Roxy, current Year 13 and Head of Kahlo, says: *"Winning House Arts was definitely one of my defining moments at St Helen's School because I was so proud of all the work everyone put into it and the amazing outcome we achieved. Whilst it was stressful at times, overall, I could not be more grateful for the experience because I was able to work with a really talented cast and we all became very close by the end of it."*

Elena, current Year 13 and House executive of Kahlo, says: *"House Arts was something genuinely unexplainable but all worth it in the end. Throughout the Spring and Summer Terms, there were so many rehearsals that timings became difficult. As a cast and crew, we really bonded in the last couple of weeks before the performance. I think the bond is what helped us win and make our performance so much better."*

*"We were all so proud of everyone in the crew and especially the cast because without them we wouldn't have won!"*



# Summer Shout Outs *(continued)*



## Sports Days: A Long-Awaited Return...

**After three long years of waiting, Sports Days finally returned to St Helen's! With the new House names and restoration of Sports Days, excitement was at fever pitch.**

At the Senior School Sports Day, the stands were buzzing with anticipation before the races had even begun and this enthusiasm continued throughout the day, only increasing when it came to announcing the winning House. A special congratulations to Bronte who won Sports Day and a thank you to all the girls and staff who helped put together such an amazing return of a much-missed Sports Day!

The EYFS and Key Stage One Sports Day was full of excitement and perseverance - especially in the Year 2 skipping. And focus was required for the Reception teddy and spoon race! Well done to Earhart for winning the event!

Years 3-6 started their Sports Day afternoon with picnics in their Houses and warm-ups led by the Year 10 Sports Leaders. We also had many new records set in Year 3 Hurdles, Year 5 Long Jump, Year 5 Vortex, Year 6 Vortex, Year 3 Relay – Keller, Year 4 Relay – Curie, Year 5 Relay – Earhart, and Year 6 Relay – Nightingale. Well done to Nightingale for the win overall.



# Summer Shout Outs *(continued)*



## Battle of the Bands

### Year 9 Battle it out through music

Battle of the Bands took place at the end of Summer Term and was a battle between bands formed by different Year 9 students, who worked together to put on memorable performances of pop songs. The competition was judged by Tilly and Maddy, former Year 13 students, as well as Mr Bulman and Ms Aylett.

*Congratulations to the 5 Flights band who deservingly took the trophy with their winning performance of Dandelions by Ruth B!*



### Paris Performance Success

St Helen's Singers' trip to Paris was greeted with large crowds and lovely weather! The two performances, in Jardin du Luxembourg and Jardin Villemin, were led by Mr Brightwell and Mr Wookey to tremendous success, and Mr Wookey even introduced the singers in French!

The medley of Disney songs could unfortunately not be performed in the Disney Park itself, but the girls still got to spend a day in the Disney Park, which was enjoyed by all, including the teachers! And hopefully St Helen's Singers will be heading back into Europe on tour next academic year: details to follow.

By Hannah, Year 12



# Sculpting for Ukraine

*Earlier this year, we learnt of the devastating news of Russia's invasion of Ukraine.*

Many students wanted to help the refugees, so our art teacher Mr Hazeldine created the perfect way we could do this using the universal language of art.

Over the last few months Mr Hazeldine has worked hard with us to create a "Field for Ukraine", that is, an incredible art project comprised of 1000 dog sculptures, each one painted yellow and blue as a homage to the Ukrainian people.

What started as a simple idea for Mr Hazeldine to support the refugees in Ukraine during this terrible war, has become a magnificent art installation in the atrium of the June Leader Building.

Our class was very excited about the project as many of us had never sculpted before. He showed us hundreds of dog sculptures that he and other St Helen's students had already made – and the studio looked like a factory! We loved these charismatic pieces. At first, it seemed much harder than it looked but then we got the hang of it. We felt extremely proud after making one (that didn't look like a cow or a pig!) When we were making our dog sculptures, we were

encouraged to give them personalities and bring them to life by giving them creative features. For example, huge ears and even bigger snouts just using cocktail sticks and our hands. It was great fun!

Each sculpture has been handmade using China clay which is excellent for holding the imprints of the person making the sculpture, so everyone who has taken the time to create a dog will be able to add their own unique human trace to the overall installation!

We really enjoyed the experience and discovered that art doesn't always have to be perfect or measured and in this case, we think

it looks amazing that each of them are different, We also learnt that using art you can convey a strong message without any words.

Each dog will need a home so if you have always wanted a pup, now's your chance to get one! Each dog will be sold for just £2 with all proceeds going to saving Ukraine refugees lives. ✨

**Anaiya and Aneira, Year 8 students** ✨



Carnegie 2022 -

# 'Literary' the Best!



**The Carnegie Medal is one of the most prestigious children's book awards. This year there were eight books on the shortlist with subjects varying from 18th century slave rebellions in Jamaica to a recent tsunami in Japan. Students from Northwood College and John Lyon School came to school as well as some teachers and librarians from Merchant Taylors'. In total there were approximately 40 of us.**

To prepare, we had weekly meetings in the Spring Term in the Library with Ms Ahmed and Ms Howard. We read our way through the books on the shortlist and discussed our thoughts and views. We had an overwhelming number of

people taking part this year and we were really pleased with the turnout for the final event.

On Thursday 16th of June, we were joined by the other schools for an afternoon of discussion, and we all gave presentations on our given books. The event allowed us to interact with students from other schools and appreciate their different viewpoints. When we watched the presentations, we were struck by the quality of the content as well as by the probing questions that were asked by the student audience.

We enjoyed *Tsunami Girl* by Julian Sedgwick and Chie Kutsuwada the most

out of all the books on the shortlist. One of the reasons we think this book was so good is because the presentation was really well structured and thought-provoking; we felt that the book was realistic and had convincing characterisation.

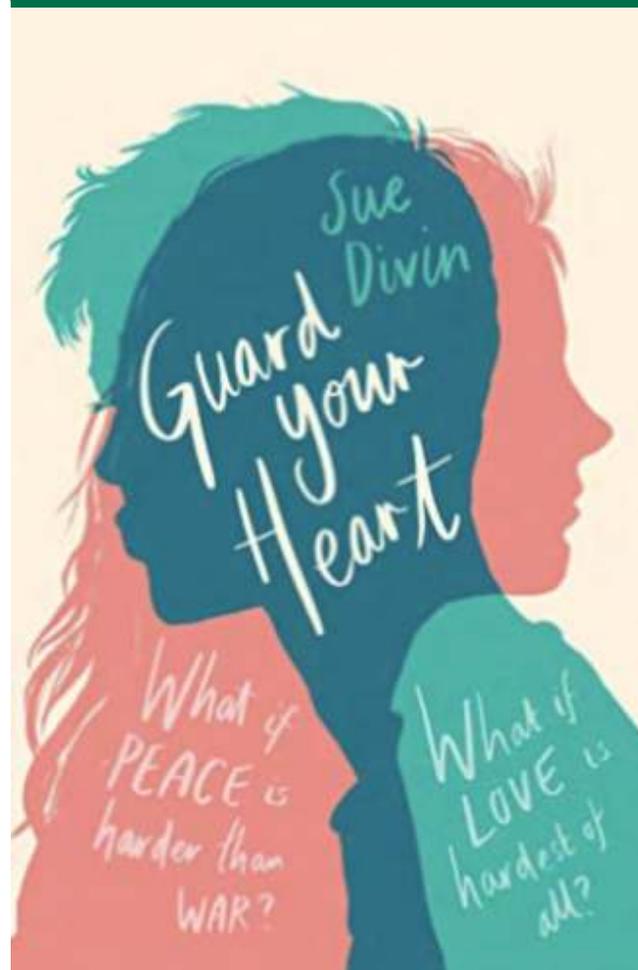
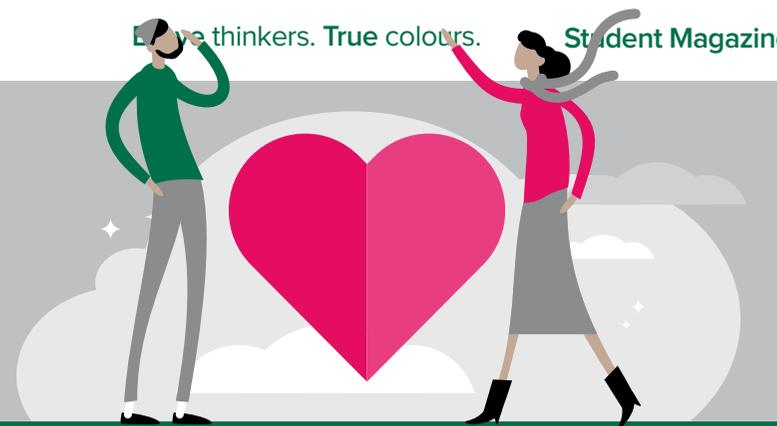
Our runner up was *Guard Your Heart* by Sue Divin, which explores religious tensions in Northern Ireland and is an eye-opening book for many of us who hadn't realised such tensions existed in that country. However, the official Carnegie Medal went to *October, October* by Katya Balen.

Overall, the Carnegie Prize was a very enjoyable event. It was a novel experience for those in Year 9 and below, because we've never had the opportunity to attend the event live before, due to the pandemic. We look forward to taking part again next year.

**Isabella, Maryam, Esther and Renuka, current Year 10 students**



# Book Review



## Guard Your Heart from the Carnegie award

**Guard Your Heart explores the struggles of Irish segregation. It follows Aiden and Iona, both born on the day of the Northern Ireland Peace deal, experiencing the realities of their unjust society.**

Iona is a British Protestant, with family members in the police, whilst Aiden is Irish, Catholic, and Republican. His father is in prison, and his mother is dead. One night, when Aiden is wandering across the Peace Bridge, he becomes the victim of a brutal hate crime due to the prejudices against him. Iona is a witness to this, and their

dynamic is established; much like in *Romeo and Juliet*, it seems as though everything is working against their desire to be together.

The book is extremely well written, with Divin using her craft to draw in readers. The scene depicting the hate crime at night is a good example of this; Divin cleverly utilises short and suspenseful sentences to create a build-up of tension. All the characters were extremely well developed, with their own unique embellishment, adding further depth to the storyline.

This gripping book is an eye-opener to the actual realities of the Irish segregation, and sheds light onto the realities of unfair division. Divin employs dual perspectives, switching between the voice of Iona and Aiden, compelling us to hear both sides of segregation.

I would recommend this book to older readers, fans of romance and politics, and also those who would like to learn more about the Irish segregation. *Guard Your Heart* depicts violence in a sensitive manner and to a minimum, whilst simultaneously portraying the troubles of the separation.



Overall, I would give this book five stars, and would encourage all to read it.

Suhani, Year 10



# Poetry in Motion

## Andrew Motion Poetry

I was lucky enough to be a part of judging the Andrew Motion Poetry Competition, along with some of the English teachers and several other students in my year. As someone who takes English A Level, I found it really interesting, as it gave me an opportunity to take a critical reading of a previously unseen work. Additionally, judging this competition was a fascinating insight into the mindsight of our St Helen's collective student body: I could learn something about the fears, insecurities and joys that preoccupy the minds of many.

*Finally, I really enjoyed seeing what the younger students had to offer: the poem we finally chose for our winner was both witty and original; altogether showing that a creative spirit is very much alive at St Helen's.*

Anna, Year 13



## Winning Poem

*Ohd to molsworth*

*My teecher ses sed sez that I hav to rit rite a  
Sonit, but I dont ind undrstand how it  
Works, i hav to rime them, so it iz may  
La la la la la la la la i want to qwit*

*My fayverite aminal animal iz a gor  
Iller, but they ar angree nd and mad  
They ar lyk my tatcher teecher becuz they snor  
A lot and allso becuz they ar bad*

*I dont lyk scol skool it is sad down with skool  
Skool is soppo and bad and hedmaster  
Iz a siz sissy becuz he is a ful  
Cuz he wants me to do my werk fastar*

*Teecher sez this lyne rimes with the neckst lyne  
I hope yu lyke this sonit cuz its myne*

Rose, Year 10



25 years at St Helen's

# Interview

with Mrs Page, Front Office Manager



**Q. To introduce you properly, let's start with 'what role do you play in the St Helen's community?'**

Primarily, I work with the staff in the front office, so that's the Receptionist, the Attendance Officer and the Reprographics staff. I've got two receptionists, who job share. I deal with staff cover, so I will sort out someone to cover a lesson when it needs covering. I also sort out any room changes that need to happen.

**Q. Have you always had the same job within the school, or has it changed over time?**

When I came here in 1997, I came as the art technician, and I worked in the Art department for seven years. About four years in, in the afternoons I went over to Reception and worked as a teaching assistant. In 2003, I went into the office and started there primarily as a receptionist and then I became the manager.

**Q. What do you do on a typical day at the school?**

I have to come in early so I come in at 7.30am because I have to make sure if a teacher has rung in or emailed to say they're not here that I cover their lessons (predominantly form time sessions that are first thing in the morning). Then, if they're not going to be in for the whole day and then I make sure that the Reception area is covered and clear, making sure that anybody that's written in appointments in the diary in Reception knows who's coming in and out. So it's just a general day to day of Reception and whatever needs doing – no two days are the same.

**Q. What was the school like when you first came to work here? How was it different?**

The school was very different in the past. There was one classroom that had computers in it; there were no other computers, apart from admin computers. After a while I think it became two, on the top floor of Kennedy, so two computer rooms. And that's how different it all is now.

And obviously the old buildings have gone and the new ones have replaced them.

**Q. What do you really like about working at St Helen's?**

I like the variety, as I say no two days are the same, and I like the interaction with people.

**Q. What advice would you have for those looking to sustain their careers for as long as you have?**

Hmm, I don't know if people do anymore. Especially your generation, I completely understand that you would want to move on, every five years, every 10 years to progress. For me, it fitted in with my children and my family, because by the time you become my age, you become like a sandwich generation, because you have your children but then you have your parents that might need you as well. This why I did what I did, because it fitted in with that.

The commute and the variety all fitted in, and to be honest the years all go by so quickly, you don't realise. My children are 35 and I came here when they started senior school.

**Q. Is there anything else you would like to add?**

It really has been a pleasure and most days are filled with variety and everybody here is very polite. Hopefully, this gives you a little bit of insight into what is going on.

Interview by Angelaa and Hannah



25 years at St Helen's (continued)

# Interview

with Mrs Hamirani, Cleaner



I've been here for 25 years this June. When I started in 1997 it was a boarding school, so the girls lived here, and when they had their leaving party it was lovely. It is such a nice school and I am so happy to work here.

I actually used to work in the kitchen for 19 years, and then I got this morning cleaning job. In a typical day... first, I do Breakfast Club early in the morning, then I come back at 8.30am to do the hoovering, then I do the whole school – wherever I need to clean. I start at 9.10am and then have a break at 11.30am. Then after my lunch I go back to the main building.

When something unusual happens, I get a phone call and I have to leave wherever I am cleaning and go there. Then there is also the laundry to do, including all the tea towels, and the teachers' white lab coats for Science. I work everywhere, so there's lots of walking, walking, walking.

My legs never rest! I've lost a lot of weight climbing all the steps!

I live in Eastcote, so I just walk and take the bus. I have never managed to pass my driving test, I have failed it 13 times! My advice is to pass at a young age, don't leave it until later like me! I came to this country in 1982; it is a long time ago now. I miss India, but I do go back for my holidays.

You should work from your heart and then you don't feel guilty or anything like that, and I'm happy, you know. I really like it here; the people are so friendly. It's nice and they care about me. The girls at St Helen's are polite and they are respectful towards me. Many of the children I have known here are now all grown up.

Interview by Hannah and Suhaani, Year 13



Mrs Page and Mrs Hamirani



# A Successful Enterprise



*A group of six St Helen's girls (now Year 13s) attended a Young Enterprise competition earlier this year.*

Young Enterprise is a national charity that works with young people, teachers, volunteers and influencers, with the hope to build a successful, sustainable and splendid future for all young people. They provide students with the opportunity to create their own company and run it for the duration of the school year to allow them to develop financial entrepreneurial and business skills.

As part of the competition the St Helen's team who named themselves 'Erudite' (meaning knowledge in Latin) used their innovative minds to create a product that

would – as their mission statement read: **'make women feel safer in any environment as well as combat the anxiousness women may experience when out in public alone,'** which resulted in them selling a range of women's defence gear.

As part of the process of becoming entrepreneurs, the students appointed themselves in positions such as Finance Director, Marketing Manager and Human Resources Manager. They praised the programme by saying, 'it really helped us acquire several skills such as leadership and teamwork, which are vital skills to possess for the real world'.

Even in a competitive atmosphere competing against schools such as Merchant Taylors' and Watford Girls, the group ended up being victorious and won an award for Best Marketing!

*Team Erudite has chosen to contribute to the End Violence Against Women Coalition.*

**By Farah, Year 12 and Sophia, Erudite team member, Year 13**



## St Helen's School visit

Miss Weston *Author & Surgeon*

As part of our Year 12 magazine enhancement, we had the chance to meet Gabriel Weston, an author and surgeon, who talked to us about her career.

She started by reading us a section of her book *Direct Red*, a collection of short stories highlighting some of the impactful experiences she had training in the NHS. Not only did it have a profound effect on me because she was reading it, but the chapter was especially telling on the immediate challenges faced by those in the medical profession. Gabriel pointed out that the prestige that comes along with studying medicine dissipates in times of emergency. Personally, this was the message that I took away from the talk: that no matter what stage of medicine you're at, people will look to you for support and that everything in medicine comes back to

the fundamentals; providing genuine and professional care for people.

Gabriel also talked about her more unconventional route into medicine – something anyone considering a career in healthcare should take notice of. She emphasised seeing medicine as vocational rather than formulaic. There is no one set way of getting in. Having taken three humanities subjects for A Level – English, History and French – she went on to study English Literature at university. She was as far from a career in medicine as you could be! Nevertheless, she wanted to study medicine, but she was not taken seriously because

'humanities and science can't be mixed'. Gabriel made it clear that while they are very different, there is no reason why that should stop someone trying to do both. The fact that she had been told that she couldn't mix humanities and sciences motivated her to prove this notion wrong. Rather than accepting the entrenched opinions of others, she decided to research other ways of becoming a doctor.

Fortunately for her, at King's College London, a professor had just opened a course for graduates from arts and humanities-related degrees to begin their A Levels again and apply for

medicine. Deciding to follow her ambition, she joined the course and took the opportunity to broaden her interests, whilst pursuing her passion. She had never excelled at science subjects in school, but Gabriel showed determination and self-belief when pursuing her desire that I feel is so key to a career in medicine. While grades are vital for the course, a self-assured attitude and wish to care for others are more important, because they show a genuine passion for the job itself. Having said that, Gabriel did not enjoy resitting her A Levels, particularly maths which she 'never understood', and chose to pass by memorising the patterns!

This outlook on maths problems is evident in her decision to become an ENT surgeon, a job that has very practical demands.

Gabriel went on to talk about life at medical school, which she thoroughly enjoyed. She did confide that, while there was a huge amount of content to memorise, she did not in fact use all of it! Joining medicine later in life meant that she did feel slightly out of the loop – she felt other students had a deeper scientific understanding compared to her.



## St Helen's School visit (continued)

# Miss Weston

Author & Surgeon



But due to the practical nature of the course and the 'learning from experience' style of training, she adapted and learnt at the same pace as her peers.

For Gabriel, the commitment of being a junior doctor combined with the long hours of work were some of the most difficult times in her career. She told us about a time when she had to work a hospital shift from Friday to Monday, with only a few hours of sleep in between. The emotional engagement with patients, balanced with the strenuousness of the job, were an immense challenge. Nevertheless, the experience allowed

her to develop. She made sure to tell us that the NHS has changed since those times, and working beyond remits is no longer allowed, but it was still a valuable insight into the life of a junior doctor.

Gabriel didn't become a consultant surgeon – again, a choice that she made independently, based on how she felt about her career. She explains in her book that she wanted to be able to spend more time with her family, rather than dedicating it all to surgery. This was a valuable learning experience for me; if you aren't enjoying something, or don't see yourself continuing it forever, there is no obligation to stretch yourself and try to reach the

pinnacle. Gabriel described her journey through the NHS as a ladder – constantly trying to move from position to position. But after finishing her years as a registrar, she realised that she didn't want to be on the ladder anymore. This self-assuredness and confidence in her own decisions was something I admired about her.

Her next step was becoming a published writer. Having done English for A Level and then at university, she had a love for capturing experiences on paper, and conveying emotions through language. But she wanted to balance this with her intensely practical job of an ENT registrar. Again, she

was told that she couldn't do this, and that she shouldn't even try. But true to her nature, she appealed to any hospitals who would take on a part-time surgeon – and succeeded in mixing both her ambitions. She now works one day a week as an ENT surgeon, and continues to write as an established author. Gabriel comes across as an intensely dedicated person who values honesty – something which is apparent in her book. Interestingly, she spent part of her career in television working as a presenter-surgeon on the BBC programme *Trust Me I'm A Doctor*, as well as other documentaries. She found this a stark contrast to her real experiences in

a hospital, and found the experience more superficial. According to her, a career in the NHS is as intense as it is rewarding, and the television aspect took away from this.

I gained so much from listening to her talk, but what I found the most intriguing was the way she combines two worlds; one of humanities and creativity with another based on pure fact and logic. I would encourage anyone who has varied interests and is finding it difficult to choose their GCSEs/A Level subjects to remember that no decision is final. If you want a career enough, no amount of discouragement will prevent you from pursuing it. This is reflected

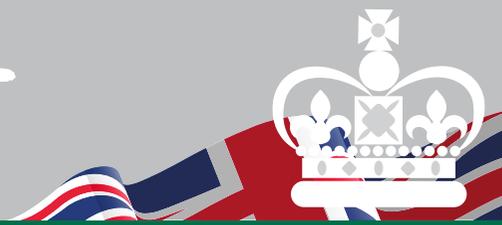
in her book, *Direct Red*, which is an exceptionally well written insight into the gritty day-to-day life of doctors and surgeons. I highly recommend it.

*Direct Red by Gabriel Weston is available to borrow from the library!*

**By Suhaani, Year 13**



# In Loving Memory of Queen Elizabeth II



Nationally known as 'Our British Grandmother'



We know Queen Elizabeth II's passing has been a time of great sorrow for many, but we wanted to commemorate her life and her many achievements that make her the admirable figure she is, was and always will be.

**The attributes of the Queen that fit in with the ethos of our school**

### **Courage: Her service in World War II**

From a young age, Queen Elizabeth II was always courageous. When World War II broke out in 1939, she was only 13 years old.

Following the bombing of Buckingham Palace in 1940, Princess Elizabeth and Princess Margaret were evacuated to Windsor Castle, whilst her parents remained at Buckingham Palace.

Princess Elizabeth displayed a growing desire to be a part of the war effort and wished to enlist once she came of age in 1944, however, the Royal Family were reluctant to put the future heir to the throne in harm's way. Nevertheless, Elizabeth remained persistent and was eventually given approval to join the Women's Auxiliary Territory Service (ATS). She underwent six weeks' training in order to be an

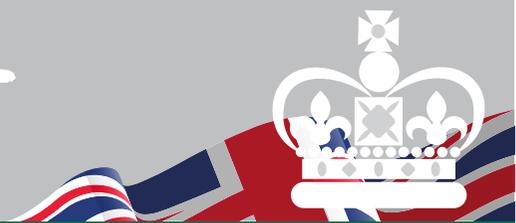
auto mechanic. This was still a risk as approximately 335 ATS members were killed during the war.

Elizabeth showed immense dedication to helping her country get through the war in whatever way she could. In October 1940, Britain was enduring the worst of the Blitz and the Princess made her first broadcast to children who had been sent to North America to escape the bombing. Her involvement was considered to be a significant morale-booster and was deemed a huge success.



# In Loving Memory of Queen Elizabeth II

(continued)



## **Integrity: Her admirable quality that remained prevalent throughout her reign**

The Queen's reign through the post-war era and world pandemic showed us her versatility and adaptability in the face of adversities. Not only did she surpass these difficulties, but she did so whilst remaining a stable and reliable monarch. It was also with her guidance that British colonies approached a peaceful end, and it was her work that ultimately allowed the monarchy to continue.

She always remained grateful and made sure to thank those who helped

support the country through a momentary crisis, as can be seen from her thanks given to the NHS for their immense support during COVID-19, regardless of the pressures they had to undergo. Even then, she made sure to be present within her family circle as well. She always played a big part in giving back to society through her prominent involvement in charitable causes and this makes her a figure to be admired by all.

## **Kindness: Her dedication to supporting charities**

The Queen was acclaimed for being one of the largest supporters of charity work in the world. She supported

more than 600 charities in Britain, and the Royal Family supports about 3,000 charities worldwide. She favoured charities that tackled community and civic issues and was particularly focused on helping to reduce poverty.

## **The Queen held patronages with:**

- | **Over 70 education and training organisations**
- | **More than 60 sports and recreational organisations**
- | **More than 30 faith organisations**
- | **Over 40 arts and cultural organisations**

Not only did she lend her name as a source of support, but she also made sure to attend events such as the Festival of Remembrance at the Royal Albert Hall as part of her patronage to The Royal British Legion – a commemorative event aimed at recognising and showing appreciation to all those who have served and sacrificed for Britain and the Commonwealth.

In 2020, the British Red Cross marked their 150th anniversary – by then, The Queen had served as their patron for 65 years and made sure to thank staff and volunteers, showing her appreciation on behalf or everyone. The Queen

even made sure to pass on her patronage to other family members to make certain that the charities will always have the support of the Royal Family after her passing.

## **Resilience: Her dedication to service and the throne**

Queen Elizabeth II was the longest-reigning British monarch. Reigning for over 70 years, she worked with 15 different prime ministers and dedicated her life to the people. She made this very clear when she said:

*"I declare before you all that my whole life, whether it be long or short, shall be devoted to your service and the service of our great imperial family to which we all belong."*

The Queen cared greatly for the lives of all of us and never gave up no matter how many obstacles she was faced with. She was a true inspiration to us all.

**By Hannah and Angelaa**

