

A ton of festive fun for everyone!

STUDENTS at Ormiston Six Villages Academy were once again treated to festive fun this Christmas.

All children across the year groups enjoyed a day off timetable to spend with their form tutor and form group. Activities included watching a festive film, enjoying a full Christmas dinner, a Christ-

mas-themed quiz and inter tutor challenges and crafting experiences.

One student said: "I really enjoy Christmas enrichment days. It's so good to spend time with our form group and form teacher as we only get to see them for a bit each day usually."

Christmas dinners

were presented to students in the Gate Theatre and included all the traditional items. Students had crackers and took part in a festive quiz within tutor groups after.

Another student commented: "I like to do all the fun activities because it's so different to normal lessons."

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Hello and welcome to the OSVA Times! A school newspaper written by you, for you.

We welcome any contributions or ideas for input, so please get in touch.

We welcome new members to join the club.
Please come to English 4 on Thursday lunchtime.

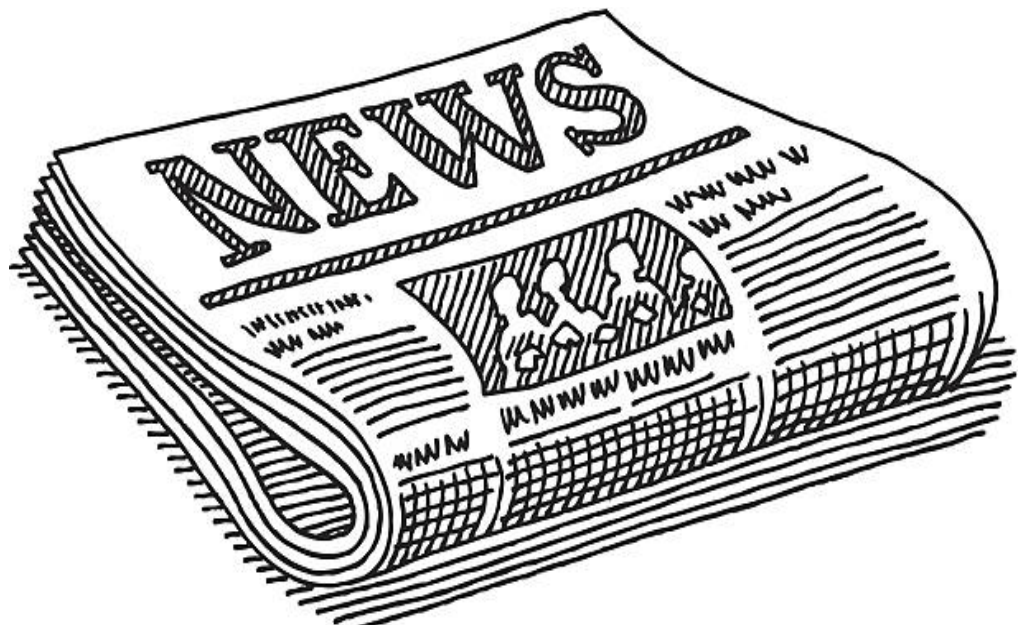
OSVA Times Team:

Editor-In-Chief: Miss Wickham

Reporters:

Farah B

Emilio N





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A free Christmas dinner is a tradition that the school started back in 2022 to thank the students for their hard work over the past year and to ensure they could celebrate the Christmas season together as a community.

Mr Slaughter said: "Following a successful term filled with learning and growth, it was a joy to celebrate the end of term with a series of enrichment days and assemblies designed to celebrate, inspire and engage our students.

"These activities not only mark the festive season but provide a platform to recognise the hard work and dedication of students and staff.

"The atmosphere was filled with pride and encouragement inspiring everyone to aim even higher in the spring term.

"These events also reflect our commitment to providing memorable experiences that foster creativity, teamwork, and a sense of community."



Respect and Support at OSVA

By Farah B

Our academy is proud to have taken part in Remembrance Day to commemorate those who fought for us and our country. A 2 minute whole school silence was held, following the touching poetry read by head students George B and Mia W as well as deputy head students Maiara C and Sophie L.



Additionally, the students with some of the Year 7s took part in the Eastergate Remembrance service on Remembrance Sunday. Proudly taking part in the parade, our school wreath was placed with our students demonstrating respectful conduct and community



The 10th of October marked our “Yellow Day”, in which our students and staff brightened up the school with their amazing vibrant outfits to celebrate World Mental Health Day.



#HelloYellow

M&S | YOUNGMINDS

To raise money for this important cause, a cake sale was held in the courtyard which proved to be a big success! The donations and money raised will go to the YoungMinds charity which is using the fundraising to offer support towards young people's mental health and to support adults dealing with young people's mental health around the world. This was a wonderful day for our academy community to show care and demonstrate kindness about an important issue.



Racing ahead at Fontwell

MATHS and horses combined when 32 of our students attended a brilliant day at Fontwell Race-course with the charity Racing to School.

They explored a variety of hands-on mathematical activities, seeing how maths connects to the real world in exciting and practical ways.

An inspiring experience that showed how numbers go far beyond the classroom!



Furniture gets shipped away

RECENTLY, we renewed some of our classroom furniture but had no onsite storage for the old sets.

Thanks to Mr. Mills, a parent of one of our Year 11 students, most of our previous furniture will now be repurposed for use in Ukraine.

We're grateful that this will benefit other schools and businesses in affected areas.



TeenTech Festival 2025

Eight of our Year 9 students attended the TeenTech Festival at the AMEX Stadium in Brighton. They explored cutting-edge technology, met industry leaders, and took part in hands-on activities with some of the biggest names in tech.



In the Challenge Zone, our students worked in teams to design innovative apps tackling real-world problems. Acting as designers, developers, and marketing experts, they pitched their ideas to other schools and industry professionals.

We're thrilled to share that: Our students won the award for Best Product Pitch!

Lucas W's individual idea was voted among the Top 5 by industry experts – out of hundreds of entries!

A huge well done to all our students – you made us proud and showed that the future of tech is in great hands!





SIX VILLAGES CAREERS EVENTS

SAVE THE DATES

Our 2025/26 Careers and Post 16 events calendar offers pupils a range of engaging activities and opportunities to experience the worlds of work and further education.



YEAR 9 MOCK CAREER INTERVIEWS

Wednesday 21st January 2026



FUTURES AND CAREERS FAIR

Thursday 12th February 2026



YEAR 10 WORK EXPERIENCE

29th June - 3rd July 2026

To register your interest for these events please complete the short form linked via each QR code.

Please direct any further questions to Chris Marsh at the email address below.

Chris Marsh, Lead Teacher Careers and Post 16
cmh@ormistonsixvillages.org.uk

Direct Dial: 01243 546855



Del Toro's *Frankenstein*: Creation and the Endless Struggle That Follows.

An analysis of the recently released film and the newfound symbolism in it.

Guillermo Del Toro's *Frankenstein*, released November of this year, provides a much needed, refreshing, and tragic adaptation of the original novel, written by Mary Shelley. Though the cinematic piece differs from the book, particularly in the events and characters (having aged Victor Frankenstein), it perfectly encapsulates the themes of the novel, some of which being creation, suffering, and parental responsibility.



Del Toro's film focuses on the cyclical familial violence with Victor Frankenstein and his relationships with both his own parents and his creation. Driven by grief and the loss of his mother, Victor seeks to cheat death and beat his father, consequentially creating life. However, once the creature, an amalgamation of the corpses of fallen soldiers and broken bodies, comes to life, Victor looks at his work with nothing but disgust and frustration when it doesn't express conventional intelligence. He neglects his duty to nurture, both as a divine figure as many consider Victor's work a sacrilegious act of "playing God", and as a parent, as the aftermath of exhaustion and growing aggravation is astoundingly human.

It is interesting that this creation is presented as horrific and exhausting, both emotionally and physically taxing for Victor, as it provides a parallel to childbirth and the postpartum experience that many women go through, especially when you consider that Shelley's mother died in childbirth, as did Victor's mother in the movie.

Therefore, as the Creature's life begins, he is already exposed to mental anguish, as his first experience of warmth and wonder was rapidly replaced by impatience, derision, and abandonment, and physical anguish as his own body has chemical trauma in his muscles and pain in every aspect of his being.

He is stitched together from death and fear, and yet he is gentle anyway.

We witness the creature following natural developmental milestones-his first word being his father's name, discovering and experimenting with textures, his attachment to Victor. Del Toro paints this picture of a newborn navigating the early steps of its life, but the Creature is not a baby, to Victor he is a monster. Victor, symbolic of men of his period, expresses keen interest in creating life and in establishing his own walking legacy, but he expresses no interest in raising it or nurturing it. Like his own father, Victor wants a being reflective of himself and his intelligence; he wants an offspring, he does not want a son. His relationship- or lack thereof- with the Creature mirrors that of himself and his father. The lack of understanding and isolation Victor feels, as he consistently lashes out in an attempt to convey his ache for his mother, is exhibited in his creation, who aches for and understands only him.

As we follow the Creature, we learn that he is more than capable of demonstrating intelligence, he just needed the environment to do so. But beyond that, the Creature, after being banished and burnt by his own bearer of life, is curious. He is kind. He is so *human*; he longs to understand the world around him, a world that looks upon him and shoots out of



He comes to understand this cycle, as he says “a feeling became clear to me. The hunter did not hate the wolf. The wolf did not hate the sheep. But violence felt inevitable between them. Perhaps, I thought, this was the way of the world. It would hunt you and kill you just for being who you are.” The Creature accepts the world will never welcome him as he is other to it, yet he still seeks companionship, and once this is denied, he lashes out like his father. By indulging in the same rage learnt from his creator, he damns both himself and Victor to each other’s company, chasing each other to the ends of the Earth.



Despite his perceived violence, the Creature’s final act to humanity is an act of kindness. It is an act of gratitude for having been listened to and released from the cycle of familial violence by his father, who asks for forgiveness and receives it. The film ends with the Creature facing the sun, alone and alive, destined to be that way for eternity.



Del Toro’s echo of embracing the sun, seen when the Creature first gains consciousness, signifies that he will live, despite all of the pain he has endured. The creature, whose existence was one built with pain by pain and whose existence was filled with fear of a world that fears him equally as much, will live.



Frankenstein communicates that we are an amalgamation of those who came before us, those that we can forgive as we forgive ourselves for being alive, and that despite our grievances for life and the pain we endure from existence itself, we must live.

“While you are alive, what recourse do you have but to live?”- Frankenstein.



Written by Emilio N

Special Days in the Calendar



February 2nd - Groundhog Day

Groundhog Day is a North American tradition on February 2nd where a groundhog emerges from its burrow to predict the arrival of spring: if it sees its shadow (sunny day), winter continues; if it doesn't (cloudy day), spring comes early, with the famous prediction made by Punxsutawney Phil in Pennsylvania. Rooted in ancient European customs for marking the midpoint between winter and spring, this cultural event has become a beloved, lighthearted forecast for the end of winter.



February 17th - Shrove Tuesday

Shrove Tuesday, also known as Pancake Day, is the final day of feasting before the Christian fasting period of Lent begins on Ash Wednesday, traditionally a day to use up rich ingredients like eggs, butter, and sugar by making pancakes before 40 days of abstinence leading up to Easter. The name "Shrove" comes from the old word "shrive," meaning to confess

sins, as people would seek absolution before Lent's solemnity, making it a day for both indulgence and spiritual preparation.

March 17th - St Patrick's Day

St. Patrick's Day, celebrated annually on March 17th, commemorates the death of St. Patrick, the patron saint of Ireland, marking the arrival of Christianity in Ireland and evolving into a global festival of Irish culture with parades, music, green attire, and traditional foods, honoring Irish heritage worldwide.



Ask the staff in 10

This issue we speak to.... *Miss Leo!*

1. **What is your job role / title in the school and what made you choose your job?**

I am second in charge of English - I wanted to become a teacher because my best friend did! Luckily I really enjoy my job and she is now a nurse!



2. **What is the best thing about your job?**

The best thing about my job is when I help a student to get better at something - whether that is reading, writing, building their confidence or helping them make a new friend.

3. **When you were younger, what did you want to be when you grew up?**

I wanted to be a marine biologist when I was younger - I even took scuba-diving lessons. But I am really afraid of sharks ... I didn't really think it through!

4. **What was your favourite subject at school and why?**

My favourite subject at school was P.E. I'm really competitive and being outside in the Australian sunshine is always nice.

5. **What would students be surprised to know about you?**

I am really bad at maths ... I still need to count on my fingers sometimes!

6. **What is your dream holiday?**

My dream holidays would be hiking up to Machu Picchu and seeing the Northern lights in an igloo!

7. **If you won the lottery, what would you buy first?**

If I won the lottery, I would buy a yacht and sail around the Sorrento and Positano in Italy - and eat all the gelato!

8. **What is your favourite book and film?**

Fav novel: 'Memoirs of a Geisha'. Fav movie: 'The Italian Job'

9. **What makes a "good day" at school?**

A good day at school is when students are kind to all of my teacher friends!

10. **If you could pass on any wisdom to students, what would it be?**

My grandad always used to say: "Be it big or be it small, do it right or not at all!"

Going green for our community

ENRICHMENT clubs are growing at Six Villages Academy every term.

A long-standing session is our Eco Club where members meet weekly to work together to make a positive impact on our academy and our community.

This year, we're focusing on three key areas:

1. Healthy Living – promoting wellbeing, nutritious choices, and a sustainable lifestyle.
2. Biodiversity – protecting and enhancing the wildlife around us.

3. School Grounds – improving our outdoor spaces to make them greener, cleaner, and more eco-friendly.

Our students are passionate, creative, and ready to lead the way in building a brighter, greener future.



Do you have a brilliant book that you'd like to share?

Send it to: kwm@ormistonsixvillages.org.uk or pop to Newspaper Club on Thursday lunchtime!

Year 7 Medieval castle building



3. A thorough explanation.

There will be a prize for the winning castle in each class and an overall Year 7 winner.

This competition will take place during the second week of school in January.

Castles should be brought to Miss Marmara in Humanities 1. Make sure to put your name on it clearly so she is able to judge them and tell you if you have won!

Good luck to all students in Year 7 and happy building!

AN ANNUAL castle-building competition is making its way back to Six Villages Academy next year.

The task to design and/or build the strongest Medieval castle ever has been launched to our Year 7 cohort.

The criteria states that each castle needs to be:

1. Difficult to attack
2. Easy to defend
3. Able to withstand a siege (think about men, food, and equipment you would need)

Each student will need to hand in:

1. A castle model that you have built/made OR a detailed poster about your castle.
2. A 500-word explanation of what makes your castle the strongest.

Miss Mamara-Salter said: "In the past, award-winning castles have been built using cotton balls, seashells, playing cards, Legos, buttons, and even cake!"

"The more creative, the better! Be sure to avoid anything that could melt, such as chocolate, crayons or marshmallows.

"This year can we also avoid using software like Mine-

craft as this can be difficult to prove that it is your work."

Each castle will be judged using the following criteria:

1. How strong your castle would be (if it was built to scale)
2. How good your model or poster is (colourful, inventive, detailed, well-made)



Calling all former students!

I WENT TO ORMISTON SIX VILLAGES ACADEMY AND....



Name: Alex Baxter
Current Position: Solicitor (Corporate Finance)

“ Get the basics right. Keep showing up. Respect those who have gone before you; seek their advice. Look back to see how far you've come and forward to see how far you could go. Success is a process, so work hard and enjoy it!”

Start Thinking Find out more Get Involved

THIS term, we have launched our Six Villages Alumni project.

The aim of this is to invite former students of back into school to tour the site, meet staff and students, and to ultimately engage in careers education and learning.

So far 52 former students

have signed up to become part of the Alumni network.

In January and February, they will visit school. In March and April they will engage with staff in different departments and from May onward they will start to share their experiences of the world of work with our students.

All Alumni have been invited to take part in our poster project. These will be displayed around school to inspire students to look beyond school and towards their future.

If you are a for-

mer student and are interested in joining our network, please contact Mr Marsh at: cmh@ormistonsixvillages.org.uk

I WENT TO ORMISTON SIX VILLAGES ACADEMY AND....



Name: Molly Parsons
Current Position: Operations Manager

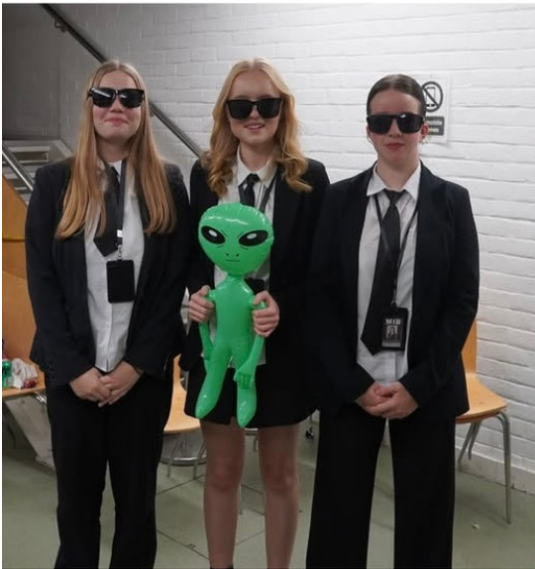
“ It's okay not to know exactly what you want to do right now. You can always add strings to your bow later — it's never too late to learn something new or continue your education”

Start Thinking Find out more Get Involved

CRAFTING AND CALMING CLUB!

Year 7 + 8 Halloween Disco

Our Year 7 and 8 students brought the Halloween spirit in full force with some amazing costumes from creepy to creative, they nailed it. Thank you to everyone who came along and made it a night to remember!





All that glitters is gold

A YEAR 10 student struck gold recently during an athletic competition.

Kitty W in 10O, who, alongside her team, represented Great Britain, achieved a gold medal in the Mid-European Gymnastics Competition.

The competition was held in Italy, in November 2025 and featured disciplines like trampette, tumbling, and floor exercises, showcasing strong performances.

Kitty has spent years working toward this accolade, and at Six Villages we are so proud that her efforts have paid off!



Achieving the very best



A STUDENT in year 10 is celebrating the biggest achievement in karate.

Kieran T in 10S has officially passed his black belt in the martial arts form.

A black belt in karate signifies reaching an advanced level of skill, discipline, and understanding, representing years of dedication and mastery of fundamentals.

After six years of hard work, perseverance, and dedication even through the Covid-19 pandemic Kieran managed to obtain this is an incredible achievement.

A black belt is seen by true practitioners not as an end, but as the start of a lifelong journey of deeper learning.