



— Volume 2 - Year 10 —

The Eagle

Newsletter



INSIDE, WE ALSO TALK ABOUT:

Head of Year
Updates

Subject Information

House Notices

Events/Sporting
Events

Key Dates and
Notices

Hessle Christmas Light's Switch On

It's beginning to look a lot like Christmas...

The annual community event of the season for Hessle, as the town welcomed the festive period with the epic Hessle Town Council Christmas Lights Switch On. This event is a real community affair, bringing together our diverse inhabitants and numerous visitors for some great entertainment, thrilling rides, unique shopping opportunities, plenty of food and beverages, and of course a visit from Father Christmas and his elf.

Hessle High students both past and present, attended in an abundance on the main stage and performance arena, we had over 40 of them singing in the choir, a couple performing together, two bands, a few dance troupes, some cheerleaders and some Sixth Formers who were Father Christmas helpers.

In addition, the students who have signed up for the Camps International Peru Expedition in 2026, attended with their very own Market Stall, in the hope of topping up their fundraising pot

It was a wonderful opportunity for many students to spend time with friends and families, as a community to enjoy local food, supporting their peers and local businesses.

The Eagle - Newsletter

Head of Year 10 Updates



Mrs Pinkney

This half term, our focus for Year 10 is *resilience*—the strength to keep going when things get tough, to learn from setbacks, and to stay committed to long-term goals. As students begin their GCSE journey in earnest, resilience becomes more important than ever.

We've seen Year 10s show incredible determination: revisiting challenging topics in Science and Maths, pushing through nerves in Drama performances and staying focused during assessments. Whether it's balancing revision with extracurricular commitments or bouncing back from a disappointing grade, Year 10 students are proving that resilience is a skill they're building every day.

We're proud of the way Year 10s are supporting each other, showing maturity, and embracing the challenges ahead. Keep going—you're laying the foundations for success not just in exams, but in life.

"Do not judge me by my success, judge me by how many times I fell and got back up again."

— Nelson Mandela

Lauren. A (1002)

My cousin introduced me to boxing when I was 11. I go to Kingston boxing club and I train 4 times a week. Before you can start fighting you have to become carded in which you have to take part in a medical check and train hard enough to be seen as ready for a fight. I have been boxing 3 years and have been carded for 1. Although I haven't taken part in any boxing matches as, yet I will hopefully be competing in my first fight in February 2026. To be successful in boxing I need to have skills such as resilience and commitment. I also must have integrity to keep going even when no one is watching and be responsible to ensure I attend training sessions fully prepared.

Eva.W (10C1)

Lauren introduced me to boxing at the start of year 8. I go to Kingston amateur boxing club, and I train 4 times a week. I have been boxing for 3 years, and I have been carded for 2. I have fought in 8 boxing matches and won 6 of these. I was also selected to take part in the Midlands Box Cup which is a Boxing tournament that took place in Birmingham. To be a successful boxer I need to be hard working, determined and show resilience especially to keep the right mind set even when people put me down.



"Resilience is knowing that you are the only one that has the power and the responsibility to pick yourself up."

— Mary Holloway

Head of Year 10 Updates

Shout out

Shout-Out for Kaiden S (10A3) from Mr Scott under the school value of Kindness.

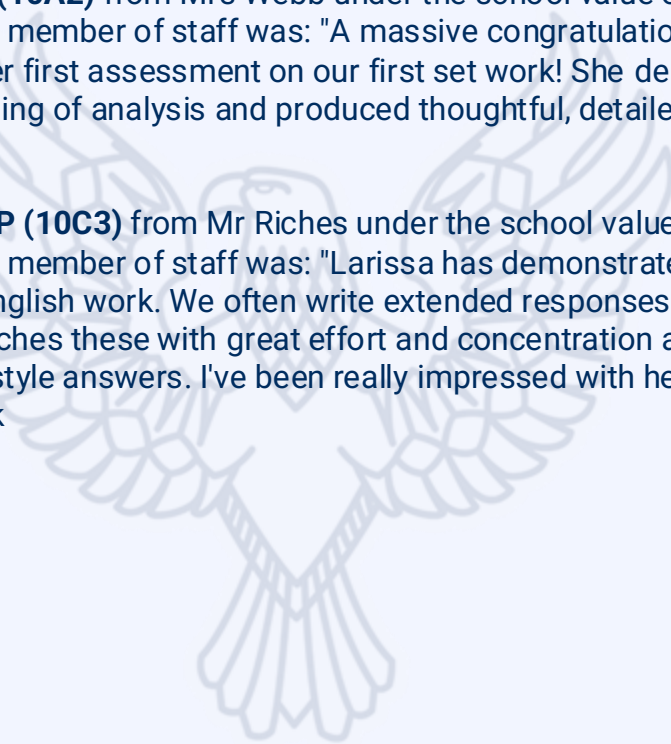
The message from the member of staff was: "Kaiden has shown multiple values during his start to his BTEC DIT course. During Friday's lesson Kaiden supported students who had missed a lesson or two to show them what they had missed and explained the task brilliantly.

Shout-Out for Lydia P (10A2) from Mrs Webb under the school value of Aspiration.

The message from the member of staff was: "A massive congratulations to Lydia for doing exceptionally well in her first assessment on our first set work! She demonstrated an impressive understanding of analysis and produced thoughtful, detailed responses that showed real insight."

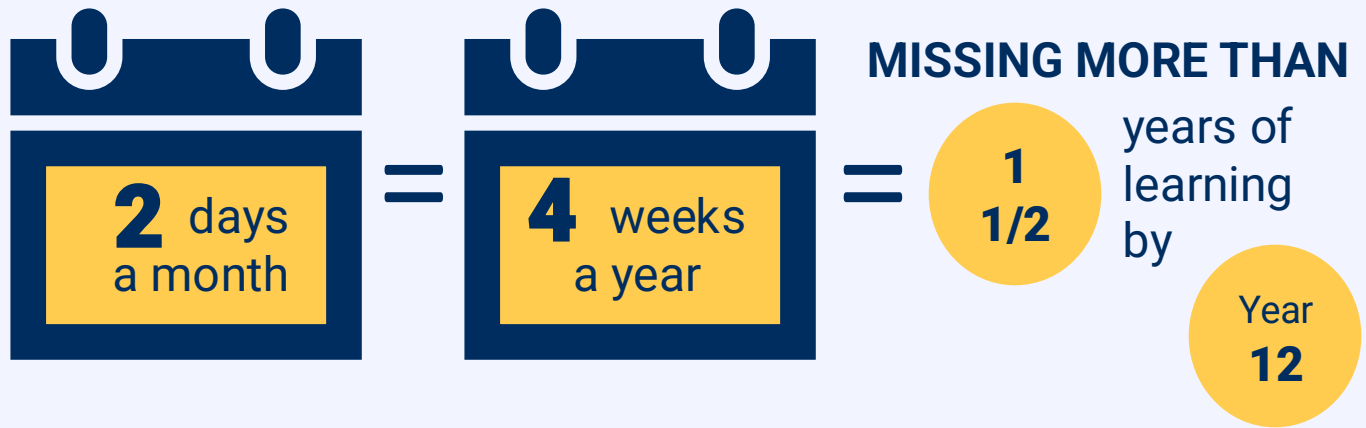
Shout-Out for Larissa P (10C3) from Mr Riches under the school value of Aspiration.

The message from the member of staff was: "Larissa has demonstrated an exemplary attitude towards her English work. We often write extended responses in lessons and Larissa always approaches these with great effort and concentration and has produced some excellent exam-style answers. I've been really impressed with her overall attitude and application. Great work

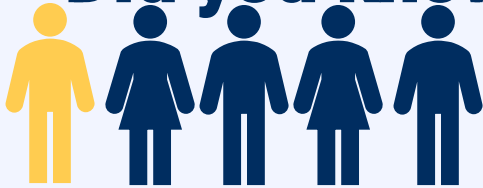


Attendance Matters

Every student,
on time, every day



Did you know



1 in 5

students don't attend
school regularly

**It's never too
late to improve
attendance**

- Going to school more often will make a difference
- Attendance habits will follow your child into work and life



**Schools
are here to help.**

What families can do ...

- ✓ Be firm: send your child to school every day, all day, unless they are unwell
- ✓ Develop good sleep and morning routines
- ✓ Schedule appointments and extra-curricular activities outside of school
- ✓ Avoid taking holidays during term time
- ✓ Seek help early before your concerns become serious

Each day missed ...

- Puts your child behind and makes it harder for them to catch up
- Can lead to lower achievement in reading and writing
- Can lead to gaps in learning
- Makes school completion less likely
- Makes the transition into a career less likely to be successful

The Eagle - Newsletter

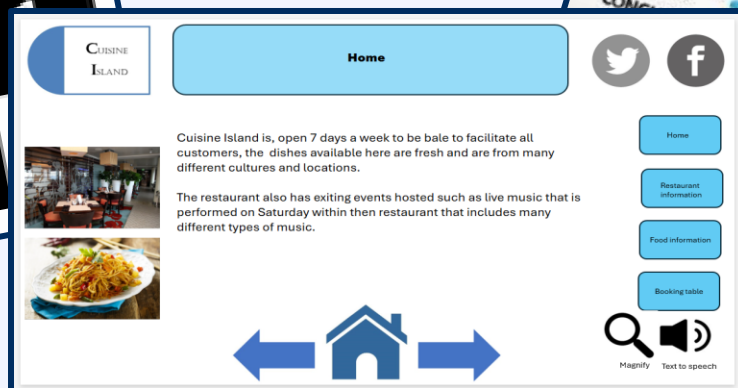
Business & ICT

Year 10 have had a busy and productive term across all three subjects.

In Business, students have been learning the fundamentals of what a business is, exploring the role of entrepreneurs and how partnerships work in the real world.

Our BTEC Digital Information Technology students have focused on what makes a great user interface, looking at design principles and how to make apps and websites accessible for everyone.

Meanwhile, Computer Science students have been getting hands-on with Python programming, learning how to write clear, structured code, as well as deepening their understanding of data representation—how computers store and process information. It's been a term full of practical skills and problem-solving, setting a strong foundation for the rest of the year.



Teacher Shoutouts

A huge well done on a great start to the following Year 10s:
Charlie C (10C3), Lola-Rose S (10A1), Finn D (10C3), Max S (10A1) and Olivia B (1003)

The Eagle - Newsletter

Drama and Dance

Year 10 Dance Update

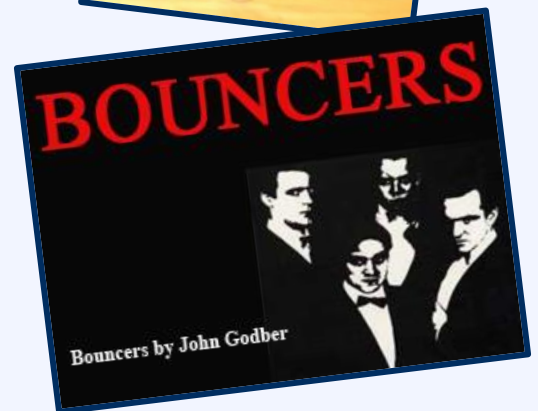
This term, Year 10 students have been preparing for Component 2, which begins in January. Lessons have focused on developing skills and techniques in dance, giving students a strong foundation for their coursework.

Students have also been analysing professional dance works such as Billy Elliot to understand choreography, style, and performance quality. In addition, they have been creating their own solo choreography, using a given stimulus of 'receiving a letter' to inspire their creative work and develop their expressive abilities.

Year 10 Drama Update

Year 10 students have started the year with an introduction to the BTEC Drama course, preparing for their first component, also beginning in January. This term, they have been working on technical and interpretive skills and exploring the work of different practitioners and performances such as John Godber.

These activities have helped students gain a practical appreciation of theatre and a deeper understanding of how professional works are developed and performed.



Teacher Shoutouts

A huge well done to our fantastic Year 10 students who recently attended the Performing Arts London trip to see Wicked! Each of you behaved brilliantly, showed maturity, and represented our school with pride. Your positive attitude, respect, and enthusiasm throughout the day did not go unnoticed.

Thank you for being such wonderful ambassadors for our school!

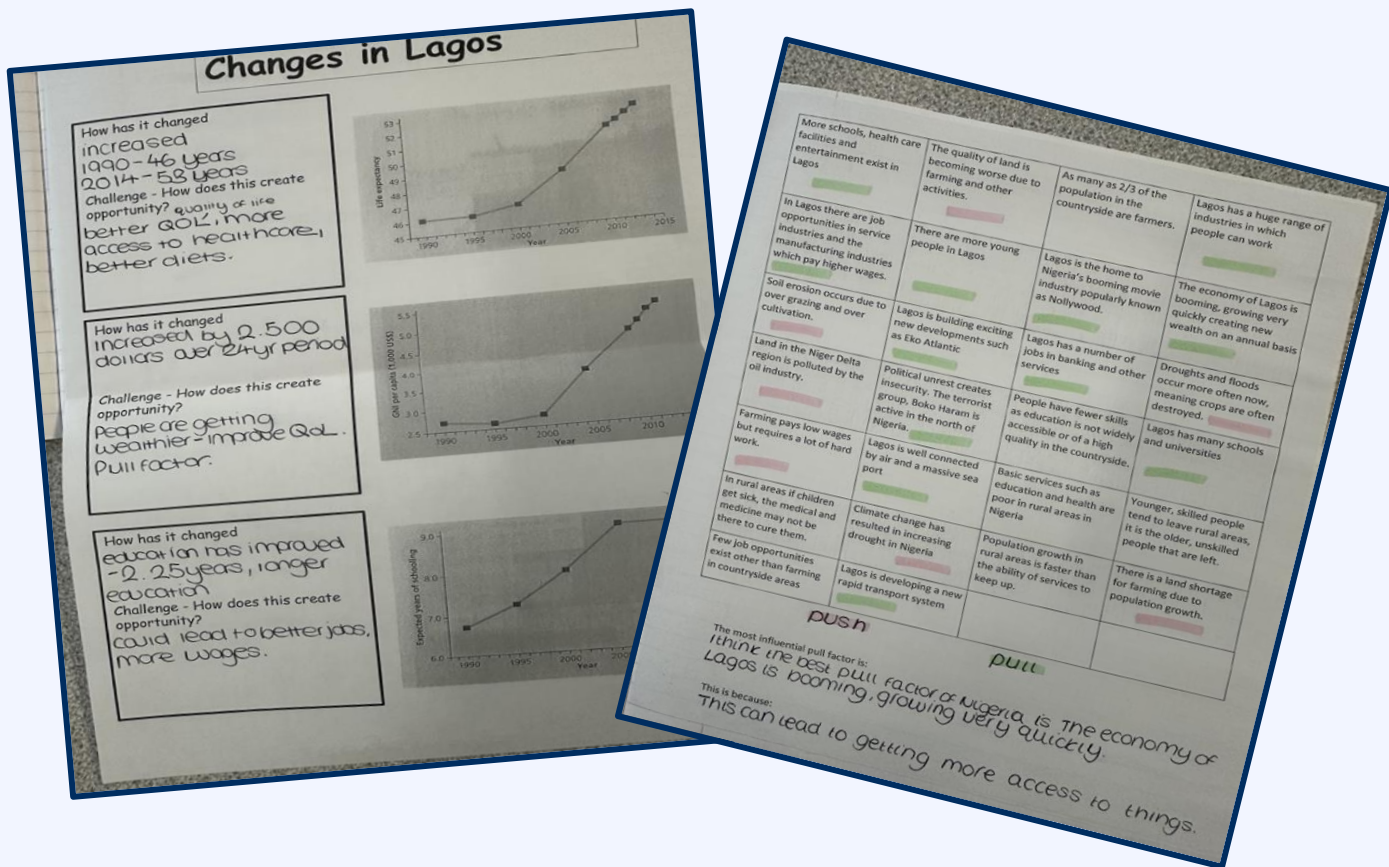
Ruby W (1001), Lola B (10P1) and Grace M (1001).

The Eagle - Newsletter

Year 10 Geography

Year 10 have made a great start to GCSE Geography. They started by studying a range of natural hazards from earthquakes and volcanoes to tropical storms and extreme weather in the UK. A range of case studies were studied from Haiti and Christchurch to Typhoon Haiyan and the Beast From the East.

We are now studying Urban issues around the world and completing our case study of Lagos in Nigeria. This will be compared to London as two examples of mega cities.



Teacher Shoutouts

Dominic K (10A1), Olivia B (1003), Mischa D (10A2), Charlie C (10A3), Connor A (10A2), Sophie P (10P2), and Sophie C (1003).



The Eagle - Newsletter

History

This term, students have been learning about the development of medicine in Britain from the Renaissance period to the present. Students have been examining the development of ideas about the causes of illness and how illness was treated and prevented. They have also been learning about how people, events and developments influenced medicine over time and have been making comparisons between different periods of History.

In the later part of this term students have been working on a case study on medical developments during WW1. Students have been learning about how the conditions soldiers experienced during this conflict created urgency for new treatments for injured soldiers.

Next term pupils will be beginning their work on paper 2, focussing on the first unit about the end of the Anglo-Saxon period. Students will be learning about what life was like in England before the Norman conquest and how the period ended with the Battle of Hastings.



Teacher Shoutouts

Maddie S (10C3) : incredible commitment to succeed, as evidenced through school and homework where she consistently goes above and beyond, showing a great depth of knowledge and understanding. A successful historian in the making.

Poppy B (10A3): With a quiet commitment to her studies, Poppy conscientiously works through all lessons, ensuring that her knowledge and understanding is the best it can be. Shows humility in the face of greatness.

Joe I (10C3): Consistently demonstrates the values of the school, with a determination to do well demonstrated by excellent homework and classwork. Joe is a pleasure to have in the classroom, contributing to class discussions and always giving 100%.

Manolo D (1003): A fantastic start to GCSE History. Manolo has demonstrated a depth of knowledge and understanding of the topic. He consistently works hard in class and produces excellent notes and exam questions.



The Eagle - Newsletter

Music

This term, Year 10 students have been introduced to their **GCSE Music course**, exploring all the elements needed for success.

We began by revisiting the inter-related dimensions of music, which form the foundation for everything we do in analysis, composition, and performance.

Students then started studying their first set work from Area of Study 3 – Music for Stage and Screen, analysing the *Main Title/Rebel Blockade Runner* from *Star Wars*. Following this, we moved on to our second set work, *Defying Gravity* from *Wicked*, exploring its structure, instrumentation, and performance techniques.

To bring the learning to life, the students enjoyed a trip to London to see the West End show – everyone had a fantastic time experiencing the music and theatre firsthand.

In the lead-up to Christmas, students have been preparing a song for the Christmas concert, using the opportunity to develop their ensemble skills and perform collaboratively. It's been a busy and rewarding term, and the progress and enthusiasm shown by Year 10 has been brilliant!



STAR WARS



Teacher Shoutouts

A huge well done to all of my Year 10 students! You have worked **incredibly hard** throughout the first term, showing dedication, enthusiasm, and fantastic progress in every area of your GCSE Music course.

Each of you also behaved brilliantly, showed maturity, and represented our school with pride on our recent trip to London.

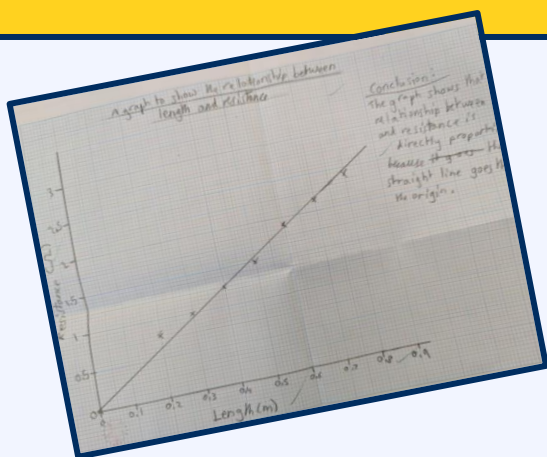
The Eagle - Newsletter

Science

In Biology students have been learning about variation within species and building on the concept to discuss how that variation can lead to the evolution of said species. Next, we will be moving on to health and disease

In Chemistry students have been applying their maths skills by learning about quantitative chemistry. Once this topic is complete, students will begin learning about the reactions of metals, acids and alkalis.

In Physics... Students are well into the electric circuits topic and have been learning about current, potential difference and resistance. We have a few required practical's to complete in this topic and have been investigating the relationship between the length of a wire and its resistance.



Example
 $Mg + 2HCl \rightarrow MgCl_2 + H_2$
What mass of hydrogen produced when 24g of magnesium reacts with hydrochloric acid?

1) Molar mass of $H_2 = \frac{2}{1} = 2$
Molar mass of $Mg = 24$
Molar mass of $MgCl_2 = 24 + 2 \times 35.5 = 95$

2) Moles of $Mg = \frac{24}{24} = 1$
Moles of $H_2 = 1$
Mass of $H_2 = 1 \times 2 = 2$

3) Mass of $H_2 = 2$

REACTING MASS CALCULATIONS 1

1) Calculate the mass of aluminium that can be formed from 100g of aluminium oxide.
Molar mass of $Al_2O_3 = 102$
Molar mass of $Al = 27$
Moles of $Al_2O_3 = \frac{100}{102} = 0.98$
Moles of $Al = 0.98 \times 2 = 1.96$
Mass of $Al = 1.96 \times 27 = 53.0$ ✓

2) Calculate the mass of oxygen needed to react 10.0 g of calcium to form calcium oxide.
Molar mass of $Ca = 40$
Molar mass of $O_2 = 32$
Moles of $Ca = \frac{10}{40} = 0.25$
Moles of $O_2 = 0.25 \times 2 = 0.5$
Mass of $O_2 = 0.5 \times 32 = 16$ ✓

3) What mass of propanoic acid is in 4.0 g of oxygen?
Molar mass of $O_2 = 32$
Molar mass of $C_3H_7COOH = 74$
Moles of $O_2 = \frac{4}{32} = 0.125$
Moles of $C_3H_7COOH = 0.125 \times 2 = 0.25$
Mass of $C_3H_7COOH = 0.25 \times 74 = 18.5$ ✓

4) What mass of ammonia can be made from 20.0 g of hydrogen?
Molar mass of $H_2 = 2$
Molar mass of $NH_3 = 17$
Moles of $H_2 = \frac{20}{2} = 10$
Moles of $NH_3 = 10 \times \frac{2}{3} = 6.67$
Mass of $NH_3 = 6.67 \times 17 = 113.2$ ✓

5) What mass of sodium hydroxide is needed to neutralise 20.0 g of sulfuric acid?
Molar mass of $H_2SO_4 = 98$
Molar mass of $NaOH = 40$
Moles of $H_2SO_4 = \frac{20}{98} = 0.204$
Moles of $NaOH = 0.204 \times 2 = 0.408$
Mass of $NaOH = 0.408 \times 40 = 16.3$ ✓

6) What mass of carbon dioxide is formed when 7.41 g of copper carbonate decomposes on heating?
Molar mass of $CuCO_3 = 124$
Molar mass of $CO_2 = 44$
Moles of $CuCO_3 = \frac{7.41}{124} = 0.06$
Moles of $CO_2 = 0.06$
Mass of $CO_2 = 0.06 \times 44 = 2.64$ ✓



Teacher Shoutouts

Khyn M (1003), Liam B (10C1)

"Great effort in your physics assessment, achieving a grade 5 - well done."

Joseph I (10C3), Fraser C (1001), Alastair C (1001) and Oliver M (10A1)

"Great effort in your physics assessment, achieving a grade 6 - well done."

The Eagle - Newsletter

Technology

Engineering & GCSE Design & Technology

Throughout the first term, both Year 10 Engineers and GCSE Design & Technology students have been developing a broad range of practical engineering skills. They have also deepened their understanding of engineering materials, properties and manufacturing processes.

The Engineering group has completed two practical projects, successfully manufacturing a screwdriver and designing and producing a balancing toy. These projects have allowed students to apply technical skills with increasing accuracy and independence.

The GCSE D&T cohort has worked extensively with a variety of materials, experimenting with surface finishes and different joining methods. They have applied this knowledge in the production of a wooden box, demonstrating creativity, precision and growing confidence in workshop. Practices. The students have also gained experience of CAD/CAM drawing up on 2D Design and laser cutting.

In Food, students have investigated Health & Safety within the kitchen environment and developed a wide range of culinary skills. They have produced both savoury and sweet dishes, many of which required complex and challenging techniques. Through these practical sessions, students have continued to refine their confidence, organisation and independence in the kitchen.



Teacher Shoutouts

Junior N (10C3) – Excellent engagement Cambridge National Engineering - Mr Singleton

Charlie M (10A3)– Aspiration GCSE Resistant Materials - Miss Deveney

Maddie S (10C3) and Lily G (10A3) Great attitude to learning GCSE Food - Mrs Brennan

The Eagle - Newsletter



Orlando House Updates



Miss R Bishop
Head of House

Hello Orlando house!

What an amazing start to the year we have had so far and as we approach the end of the first full term, it's exciting to think of what is still to come.

Orlando Charity Launch: Dove House Hospice

For the next two years, Orlando students are proud to support Dove House Hospice as their charity. Dove House Hospice pride themselves in providing care to local people living with progressive illnesses which can include pain and symptom management, respite care as well as end of life care. As well as caring for people who are living with their illnesses, they provide support for their families as well, offering bereavement sessions and counselling. Over the year, students in Orlando will be taking part in fundraising events.

What are the Global Goals?

Hessle High School is proud to support the **Global Goals**, a set of worldwide aims that encourage young people to make a positive difference. Focusing on a Global Goal helps students take care of **themselves**, strengthens our **community**, and protects our **planet**. By working together, we can create a safer, healthier, and more helpful future.

A Whole-School Commitment to Goal 3 – Good Health and Wellbeing

This year, the whole school will focus on **Global Goal 3: Good Health and Wellbeing**, which links closely to our values and **respect, kindness and responsibility**. Students will take part in assemblies, tutor activities, and projects to learn how looking after their physical and emotional health helps them thrive, build positive relationships, and make good choices.

Orlandos focus on Global Goal 12 – Responsible Consumption and Production

Over the next year, Orlando will be taking on an individual Global Goal too. This Global Goal will allow Students to think about their consumption of products and to decide if it is sustainable for the future of the planet. The focus of this Global Goal is to substantially **reduce waste** and produce a **sustainable management of natural resources**. I look forward to seeing the ideas and campaign that our team will produce over the year.

I hope everyone has a very relaxing Christmas break and I look forward to welcoming you all back in January.

Orlando Shoutouts



Brendan P (701)
Evie C (802)
Sarah A-R (901)
Abbie S-C (1003)
Oliver D (1101)



The Eagle - Newsletter



Portia House Updates

Hello Team Portia!

What a start to the new academic year! Portia students continue to make us all so proud by their continued positivity and determination to be the best version of themselves. Keep it up Portia House!

Emmaus Charity Launch – Hull & East Riding

Homelessness is a big issue affecting hundreds of people both locally and across the UK and the issue has reached critical levels around the country in 2025. 1 in every 200 households are faced with homelessness in the UK. The latest official statistics show around 327,950 households were owed support to prevent or relieve homelessness after contacting their council for help in 2024. That's up to the record high 310,850 recorded in 2023. The total number of children living in temporary accommodation has now reached 169,050. Emmaus Hull & East Riding provides a range of services which contribute to the Charity's mission of supporting people who experience homelessness and social exclusion.

What Are the Global Goals?

Hessle High School is proud to support the **Global Goals**, a set of worldwide aims that encourage young people to make a positive difference. Focusing on a Global Goal helps students take care of **themselves**, strengthens our **community**, and protects our **planet**. By working together, we can create a safer, healthier, and more hopeful future.

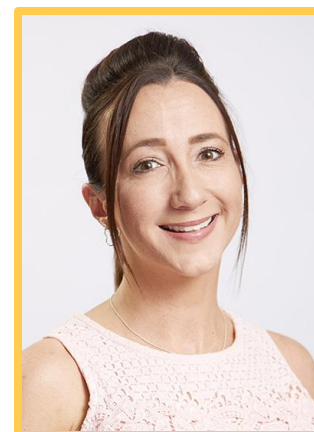
A Whole-School Commitment to Goal 3 – Good Health and Wellbeing

This year, the whole school will focus on **Global Goal 3: Good Health and Wellbeing**, which links closely to our values of **Respect, Kindness, and Responsibility**. Students will take part in assemblies, tutor activities, and projects to learn how looking after their physical and emotional health helps them thrive, build positive relationships, and make good choices.

Portia's Focus on Global Goal 1 - No Poverty

For the next two academic years supporting Emmaus, we have our individual House Global Goal which will encourage Portia students to support people in our community who are less fortunate. This goal links well to our charity Emmaus and we will be having several donation drives this year, encouraging our families to donate any unwanted items, clothes, bedding, furniture and food for people in need. Students are welcome to come to me with their ideas on how we can incorporate promoting No Poverty within our local and wider community. I meet regularly with the House Captains where we discuss and implement ideas that can really make a difference.

I would like to wish you all a very Merry Christmas and hope you take a well-deserved break to spend with family and loved ones. We look forward to the Spring Term and the exciting new ventures yet to come.



Miss E Foster
Head of House

3 GOOD HEALTH AND WELL-BEING



1 NO POVERTY



Portia Shoutouts

Top scoring Value Points so far

Spencer S (7P3)

Lois H(8P1)

Ethan T (9P3)

Chloe G (10P1)

Mia S (11P1)



THE GLOBAL GOALS



The Eagle - Newsletter



Cassio House Updates

Team Cassio,

As we rapidly approach the festive season and the Christmas break, I would like to say a huge well done to all Cassio students. Your hard work, resilience, and positive attitude throughout this half term has been outstanding.

Cassio Charity Launch: Supporting Cardiac Risk in the Young (CRY)

We are proud to launch our Cassio charity initiative in support of **Cardiac Risk in the Young (CRY)** - an organisation dedicated to preventing sudden cardiac deaths in young people. CRY's work highlights the importance of early detection:

- **Around 12 young people in the UK die each week** from previously undiagnosed heart conditions.

- Many of these conditions show **no obvious symptoms**, making early screening one of the most effective ways to protect young people's health.

- **Most cardiac abnormalities can be identified through simple, non-invasive screening**, allowing for early treatment or monitoring.

Our Cassio target is to raise **£7,000**, which will fund a **full heart-screening programme for the entire school**.

This is a remarkable opportunity to provide something genuinely life-changing. **Together, we can reach this goal and potentially save lives.**



Mr E Griffiths
Head of House

What Are the Global Goals?

Hessle High School is proud to support the **Global Goals**, a set of worldwide aims that encourage young people to make a positive difference. Focusing on a Global Goal helps students take care of themselves, strengthens our community, and protects our planet. By working together, we can create a safer, healthier, and more hopeful future.

A Whole-School Commitment to Goal 3 - Good Health and Wellbeing

This year, the whole school will focus on **Global Goal 3: Good Health and Wellbeing**, which links closely to our values of **Respect, Kindness, and Responsibility**. Students will take part in assemblies, tutor activities, and projects to learn how looking after their physical and emotional health helps them thrive, build positive relationships, and make good choices.

Introducing Our Global Goal Focus: Goal 6 – Clean Water and Sanitation

Looking ahead, we are excited to announce that Cassio's next global focus will be **Global Goal 6: Clean Water and Sanitation**. This goal centres on ensuring that everyone around the world has access to safe, clean water and hygienic sanitation facilities. Throughout the next term, we will explore how we as a House can contribute, raise awareness, and support meaningful change linked to this vital global issue.

As we wrap up the term, we wish all our students, families, and staff a peaceful and joyful Christmas break. May the holiday season bring rest and time with loved ones. We look forward to seeing everyone in the new year, ready for another exciting term ahead.



Cassio Shoutouts



Top House Points

Poppie R (7C2)
Obi-Kade M (8C3)
George H (9C3)
Wendy L (10C3)
Alice G (11C1)



The Eagle - Newsletter

Ariel House Updates



Hello Ariel,

What a fantastic start to the year and a very much anticipated 2026 to come. Ariel are currently top of the leaderboard for House points! Wow! Well done, Ariel.

Ariel Launches New Charity Partnership with YoungMinds

Ariel House is delighted to announce that our chosen charity for the year is **YoungMinds**, an organisation dedicated to supporting young people's mental health. As children and teenagers continue to face a wide range of pressures, we believe it is important that every student feels listened to, supported, and able to talk openly about how they feel. Throughout the year, students in Ariel will take part in fundraising events, awareness activities, and discussions that promote positive emotional wellbeing and remind one another that reaching out for help is a sign of strength.



Miss A Deveney
Head of House

What Are the Global Goals?

Hessle High School is proud to support the **Global Goals**, a set of worldwide aims that encourage young people to make a positive difference. Focusing on a Global Goal helps students take care of **themselves**, strengthens our **community**, and protects our **planet**. By working together, we can create a safer, healthier, and more hopeful future.

A Whole-School Commitment to Goal 3 – Good Health and Wellbeing

This year, the whole school will focus on **Global Goal 3: Good Health and Wellbeing**, which links closely to our values of **Respect, Kindness, and Responsibility**. Students will take part in assemblies, tutor activities, and projects to learn how looking after their physical and emotional health helps them thrive, build positive relationships, and make good choices.

Ariel's Focus on Global Goal 13 – Climate Action

Ariel House will also champion **Global Goal 13: Climate Action**, connecting care for the planet with care for ourselves and each other. Over the year, Ariel students will raise awareness through eco-campaigns, sustainability challenges, and Student Council projects. Small actions—like reducing waste or making greener choices—can make a real difference to our school and the wider world.

Look out for ways to get involved and help make a positive impact this year!

We are excited for the year ahead and the opportunities for our students to make a difference in our school and beyond. Thank you for supporting **Ariel House** in our charity and Global Goals projects.

Ariel Shoutouts

Students with the top house points so far this half term:

Betsie-Mae H (8A3)
Jack L (7A2)
Jayden B (8A2)
Poppy B (7A1)
Amelia C (7A1)



3 GOOD HEALTH
AND WELL-BEING



13 CLIMATE
ACTION



YOUNGMINDS

House Points



9590



9310



8070



10840

Extra-Curricular Clubs

Extra Curricular Activities 2025-2026

Club	Year Group	Day of the Week	Location
Separates Biology	Year 11	Friday after School	G07
Dungeons and Dragons	Year 7 - Sixth Form	Friday after School	G16
Production Rehearsals	Year 7 - Sixth Form	Tuesday and Wednesday after School	Main Hall
SEND HW Club	Foundation Learning Group Only	Tuesday , Wednesday & Thursday after School	Library
Choir	Year 7,8, & 11	Monday Lunch	F26
Choir	Year 9 &10	Wednesday Lunch	F26
Coursework Intervention	Year 10 & 11	Tuesday after School	F26
Band Rehearsals	Production Year 7 - Sixth Form	Thursday after School	F25/26

The Eagle - Newsletter

Sporting Events

Fifty-three Hesse High School students proudly represented at the East Riding Cross Country Championships in Cottingham, showcasing outstanding effort and determination from all competitors. The Year 10 boys' team delivered an impressive performance. A huge well done to all students who took part and represented the school with pride.



The Eagle - Newsletter

Events



A group of students from Year 7 – 11 went to see the West End show "Wicked".



Engineering Visit to Birmingham NEC to see Motorcycle Live



As part of Road Safety Week
East Riding Council visited to hand out free safety equipment and advice.



Students from Year 7-10 Tigers Trust visit to MKM stadium.



Students have been excited to add their Christmas Wishes to the tree.



Throughout November, staff members got behind the fantastic campaign **Movember** helping raise awareness for men's health by growing mustaches ranging from subtle stubble to a mustache masterpiece.

The Eagle - Newsletter

Events



The Mayor of Hessle's Christmas Card Competition

Hessle High School **Winner**

In September 2025, Hessle Town Council leader, The Mayor of Hessle, launched a brand-new Christmas Card competition, with guaranteed winners from each of the local schools.

Through our tutor group programme, students were encouraged to get creative, and we were not disappointed. We had well over 100 artistic entries from students across Hessle High, but there could only be one winner. The Mayor said he had a really difficult time picking just one winner from each school, and I can quite believe it! We had lots of really good ones.

Aya H (7A3) was chosen as the winner and was presented with her winner's certificate and a full set of winners Christmas cards. Aya also received one of the much sought after Love Hessle tote bags, which held a variety of craft projects for Aya to enjoy. Many thanks to all the students that entered and to Hessle Town Council and The Mayor of Hessle, for organizing such a fabulous event, and for the great prizes too.



Here are a few exciting Year 10 trips we offer, we will update throughout the year with further information:

- **Cinema**
- Thackray Medical Museum
- Shakespeare Productions
- Exam Success Workshops
- Sporting Events e.g. Football matches
- Careers Visit to Local Businesses
- Hull Museums and Theatres
- National Exhibitions and Conferences
- Language themed restaurants in the local area
- International visits to Barcelona, Lille Christmas Markets, Skiing destinations
- Theme Parks
- Engineering Visit to Birmingham NEC
- Motorcycle Live



Information

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about

TIKTOK

WHAT ARE THE RISKS?

Online videos are often associated with apps such as YouTube, but among teens, TikTok is king. The app provides a potentially addictive, never-ending stream of short clips tailored to users' interests based on their viewing habits. Around half of British children use TikTok, and while most content is benign, Ofcom considers it the app where young people are "most likely to encounter a potential harm".

AGE RESTRICTION
13+
(Certain features are restricted to over-18s only)

AGE-INAPPROPRIATE CONTENT

TikTok's Following Feed shows videos from known creators, while the default For You Feed serves endless clips based on viewing history. Most are harmless, but unsuitable content can still appear, and watching for long enough signals interest to the algorithm. Although TikTok bans illegal or inappropriate uploads, the volume of posts means some slip through, increasing the chance that children encounter age-inappropriate material before it is detected or removed.

BODY IMAGE AND DANGEROUS CHALLENGES

Ofcom reports that most online harms for girls involve body image, while boys more often see dangerous stunts. Both types appear frequently on TikTok and spread quickly through its engagement-driven algorithm. Harmful challenges have included the "blackout" trend, where users held their breath until passing out. Families filed lawsuits after children died linked to the trend, showing how extreme or risky content can rapidly reach young people and negatively influence them.

IN-APP SPENDING

TikTok is free, but children can still spend money. TikTok coins, costing £9.99 to £224.99, let users buy gifts for creators. TikTok Shop adds risk by allowing purchases from influencers or companies, sometimes leading to poor-quality items driven by persuasive marketing. A Canadian investigation found TikTok collected personal data from many children for targeting and advertising despite age limits, meaning young users may lose control over their personal information.

CONTACT WITH STRANGERS

Between 1.6 and 1.9 billion people use TikTok, meaning there's a high risk of unwanted attention from strangers. Accounts created by over-16s (or young people using a fake date of birth) are set to public view by default. This means that not only is someone's profile visible to everyone else on the app, it also suggests their videos to others and allows anyone to download or comment on them.

MISINFORMATION AND RADICALISATION

TikTok's short videos may appear lighthearted, but they can expose young people to harmful ideas. Misinformation is common, and Ofcom reports that nearly one third of 12-15-year-olds use TikTok as a news source, increasing the chance of seeing racist, misogynistic, extremist or conspiracy material. Even brief clips can influence impressionable users and shape their worldview, making discussions about critical thinking, propaganda and online influence especially important for parents and educators.

ADDICTIVE DESIGN

TikTok's fast-paced stream of eye-catching videos can be potentially addictive for young users. In 2024, UK children spent an average of 127 minutes per day on the platform, double the time recorded in 2020. Excessive use can disrupt sleep, increase irritability, and distract from healthier activities. Constantly skipping between short clips may also affect attention span, making it harder to focus on longer tasks such as homework or reading.

Advice for Parents & Educators

ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account to their child's in order to manage settings remotely. Parents can then turn on Restricted Mode (reducing the chances of a child seeing inappropriate content), set screen time limits, make accounts private and manage whether their child can send messages – and if they can, to whom. Children cannot alter these settings without parental approval.

DISCUSS THE DANGERS

If a child wants to use TikTok and you're happy for them to do so, it's good practice to discuss the potential risks. Ensure they don't share any identifying personal information or respond to dangerous trends, and that they know to talk to a trusted adult if they're worried by interactions on the app. With more teens using TikTok for news, it's important to talk about misinformation and propaganda.

BLOCK IN-APP SPENDING

Parents can restrict in-app purchases on iPhone and Android devices to prevent accidental or impulsive TikTok spending. Young people can easily spend large amounts on TikTok coins or low-quality products promoted through TikTok Shop. If a disappointing purchase occurs, turn it into a discussion about influencer marketing and how online promotions can be misleading.

READ THE SIGNS

If you're concerned that a child is spending too much time on TikTok, or that they've been emotionally affected by something they've seen, it's important to know how to spot the signs. Increased irritability and a lack of concentration are potential red flags, as is failing to complete homework or skipping meals. Remember, the parental controls are there for a reason, and it's never too late to introduce limits.

Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tom's Guide, The Evening Standard and The New Statesman.



The National College

See full reference list on our website

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Release date: 26.11.2025

The Eagle - Newsletter

Key Dates and Notices

End of Term

19 December – 13:45 Finish

School Reopens

Tuesday 6 January 2026

School closes for Half Term

Friday 13 February 2026

School Reopens

Monday 23 February 2026

Progress Evening

Thursday 12 March 2026

If you want to see more of your child online/in our newsletters, please make sure you consent on the Arbor parent portal. To learn more click [here](#).

Please click [here](#) to see all of our term dates



National School Attendance Award

2024/25 Spring Term



Hessle High School and Penshurst Primary School

Top 25% of similar FFT Secondary Schools in England

Have your contact details changed?

If you have changed any contact details such as home address, mobile number, email etc. Please update these via the Arbor Parent Portal.

Please contact us via office@hessleacademy.com if you have any issues with accessing your account.