



— Volume 2 - Year 7 —

# 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.

## Head of Year 7 Updates

### Settling into Year 7: A Term of Growth and New Beginnings

As we reach the end of the first full term in Year 7, it's a great moment to reflect on just how much our students have achieved. Moving from primary to secondary school is a big step: new routines, new subjects, and new friendships; We're proud to say that our Year 7s have embraced these challenges with energy and resilience.

This term has been all about building confidence and independence. Students have learned to navigate a larger school environment, manage homework, and take responsibility for their learning. They've also started to understand the importance of our school values and are acquiring house points regularly as a reward for demonstrating a value in lessons and during unstructured time.

We've seen fantastic examples of kindness and teamwork, whether in lessons, on the sports field, or during enrichment activities. These experiences help students develop the social skills they need to thrive in society by listening to others, valuing different perspectives, and working together to solve problems.

On Wednesday 12 November, the students in Year 7 took part in their first Bridge Day; 'All about me' was a great success with students listening to presentations from emergency services, health professionals, and sixth form students. The feedback from students and visitors was highly positive and during the day some new friendships were formed as the groups were not their typical teaching or tutor groups.

### Respect

As previously mentioned in the previous edition, each edition will focus on how one of our values links to the year group. This edition I am sharing the importance of Respect.

Respect is a cornerstone of a positive high school environment. When students feel respected, they are more likely to engage in learning, build confidence, and develop healthy relationships. Respect fosters trust between teachers and students, creating a safe space where ideas can be shared without fear of judgment. This sense of security encourages participation and collaboration, which are essential for academic success.

Respect also teaches students the value of empathy and understanding. High school is a formative period where young people learn social skills that will shape their future interactions. By modelling and promoting respect, school staff help students appreciate diversity, resolve conflicts peacefully, and communicate effectively.

Furthermore, respect reduces behavioural issues. When students feel valued, they are less likely to act out or disengage. It promotes accountability and mutual responsibility, reinforcing the idea that every individual contributes to the school community.

Ultimately, respect is not just about politeness; it is about recognising the worth of every person. In a respectful environment, students thrive academically and emotionally, preparing them for life beyond school.

Respect is the foundation of a positive school culture, and it's something that will serve them well not only in school but in life beyond the classroom.



**Miss Todd**

# The Eagle - Newsletter

## Head of Year 7 Updates

### In the Spotlight

**We have had a fantastic start to our extra-curricular sports fixtures.**

To our Cross Country Runners, Rugby and Football teams: Your hard work, determination, and teamwork have truly paid off.

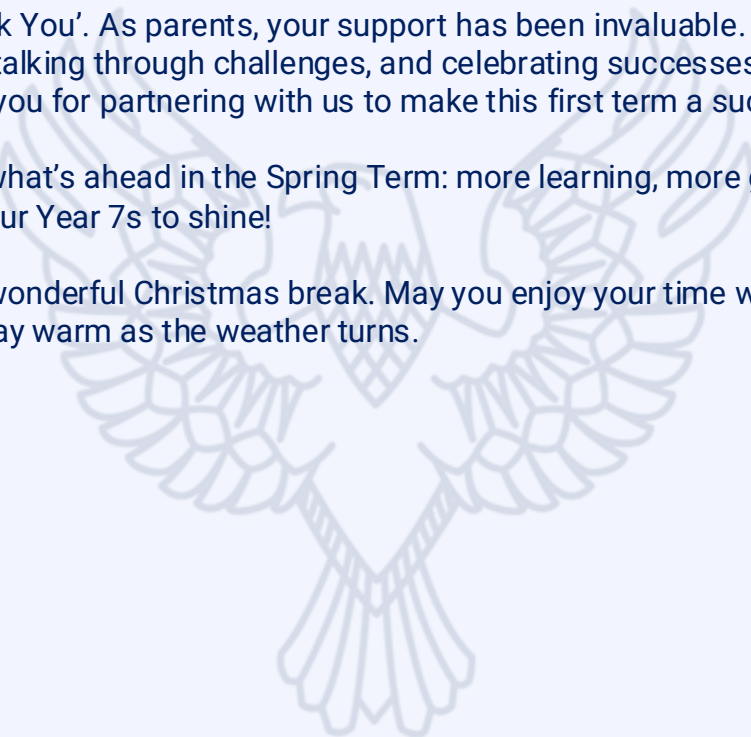
The results reflect your commitment to training, supporting one another, and giving your best on the field. You've shown that success comes from effort and unity, and we couldn't be prouder of you all.

Keep building on this momentum; these victories are just the beginning of what you can accomplish together. Well done, Year 7!

Finally, a big 'Thank You'. As parents, your support has been invaluable. Encouraging routines at home, talking through challenges, and celebrating successes all make a huge difference. Thank you for partnering with us to make this first term a success.

We're excited for what's ahead in the Spring Term: more learning, more growth, and more opportunities for our Year 7s to shine!

Wishing you all a wonderful Christmas break. May you enjoy your time with your family and friends and stay warm as the weather turns.

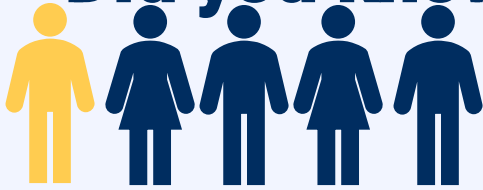


## Attendance Matters

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**

## 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 ...

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

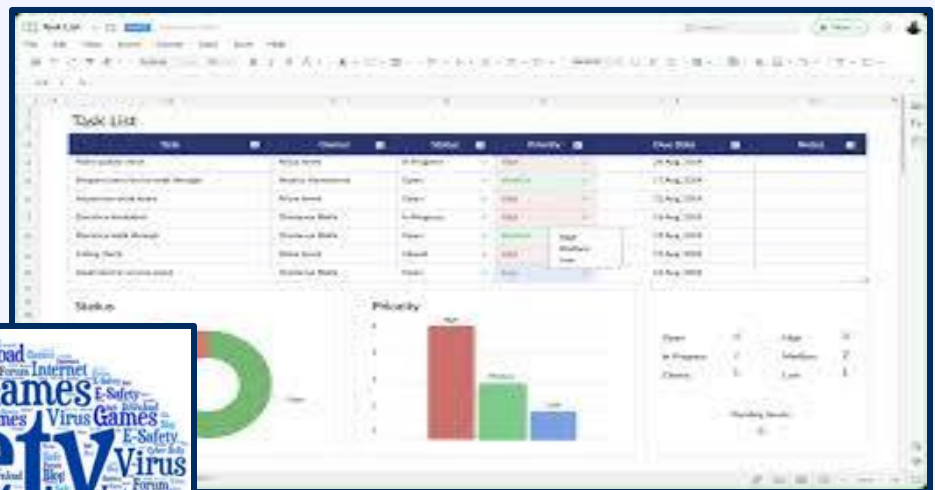


**Schools  
are here to help.**



# Business & ICT

To finish the term, Year 7 are diving into spreadsheets, learning how to organise data, use formulas, and present information clearly. These skills will be invaluable across all subjects and set them up for success in the years ahead.



A huge well done on a great start to the following Year 7s:  
**Eva H (7C2), Daniel R (7C1), Rocco L (7P1), Dylan T (7C3) and  
Dougie S (7P3)**

# The Eagle - Newsletter

## Drama and Dance

Year 7 Students have begun the year with an engaging introduction to Drama. They have received guidance and advice on how to work collaboratively and respectfully with others.

### Unit 1 - Actors Toolkit

Throughout this first unit, students have taken part in a variety of activities designed to build trust, teamwork, and confidence.

As part of their learning, students have explored improvisation, freeze frames, action clips, mime, and the use of a stimulus to inspire performance ideas. They have also begun developing key performance skills, learning how physical movement can communicate character and narrative to an audience. In addition, students have been introduced to vocal techniques and drama conventions that help shape, enhance, and refine their work on stage.



### Teacher Shoutouts

A huge well done to our fantastic Year 7 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!  
Layla B (7P1), Jessica T,(731) Oliver G(702), Samuel J(7P1), Rosalie G (7P2), Isabella H (703)



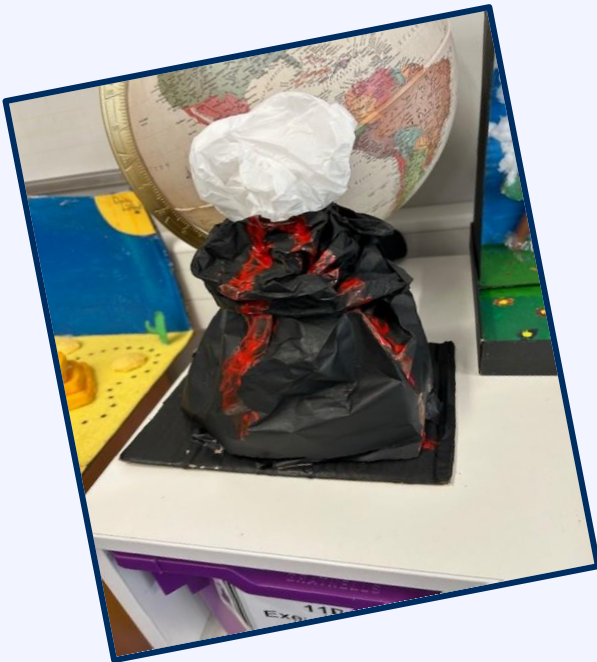
# The Eagle - Newsletter

## Geography

This term, our Year 7 students have been honing their map skills, gaining a deeper understanding of how to read and interpret various types of maps. Students have learned to identify key features and use them for practical applications. In addition to map skills, the class has been exploring place-specific details

A key part of the unit also involved studying a range of hazards that affect different regions. By discussing the causes, effects, and mitigation strategies for these hazards, students are gaining valuable insights into how we can better prepare for and respond to environmental challenges.

We're proud of how engaged the students have been, and we look forward to seeing how they apply these important skills in their future studies and everyday lives!



### Teacher Shoutouts

**Sam J (7P1), Emma D (701), Ryleigh G (7C1), Ella V (7P1) and Alicia L (7P2)** all from 7J for being wonderful Geographers.

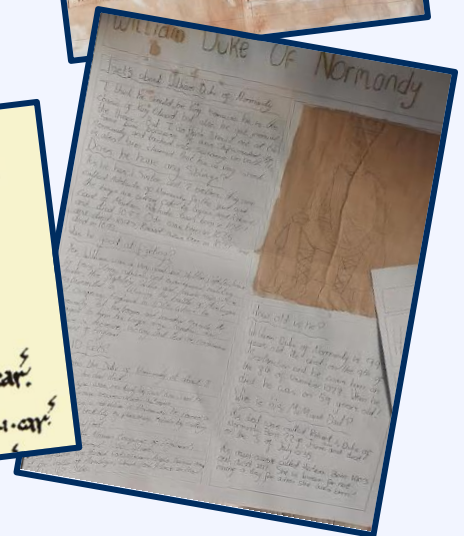
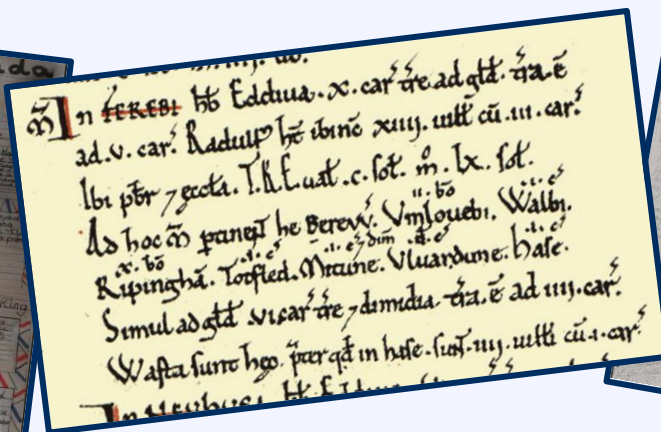
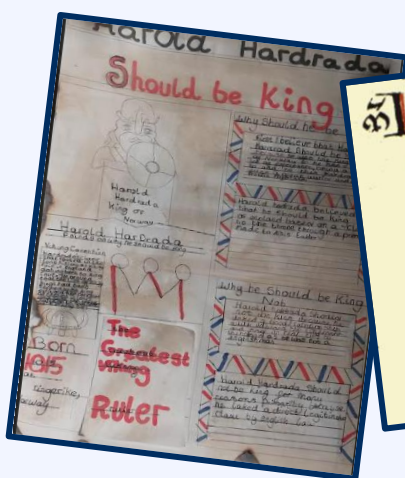
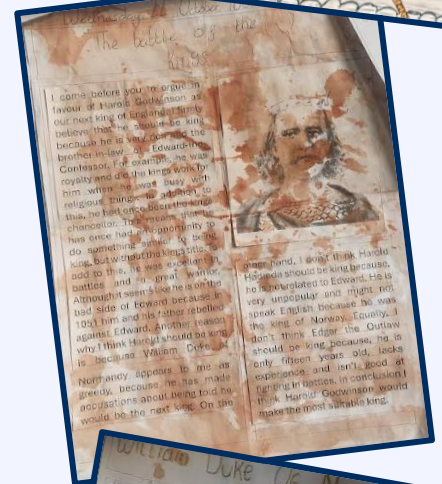


# The Eagle - Newsletter

## History

This term Year 7 students have been learning about the Middle Ages with a focus on events leading up to the Battle of Hastings. During this topic, students have learnt about the different claimants to the English throne in 1066, what happened at the Battle of Stamford Bridge and considered how and why William the Conqueror was victorious at the Battle of Hastings. Subsequently pupils have learnt about how William established control of England after the Battle of Hastings using tools like the Feudal System and the Domesday Book.

During the rest of this half term students will be exploring the central role the Church played in everyday life during the Middle Ages. Throughout the topic, students will learn how the Christian Church shaped people's beliefs, guided their behaviour and influenced every stage of life, from birth to death.



## Teacher Shoutouts

**Primrose D (7C3)** - Primrose has made a fantastic start in History and is consistently demonstrating resilience in her efforts to look for ways to improve her work.

**Zak CG (7P3)**- Zak has made a positive start in History and frequently demonstrates a detailed knowledge and understanding of the topics we have learnt about. Keep it up!

**Florence S (7C1)**- Florence is hard working and polite and has demonstrated a firm understanding of the topics covered so far. Well done!





# The Eagle - Newsletter

## Music

This first term has been filled with discovery, creativity, and a lot of fun. Here's a little recap of what we've been learning about:

### Exploring the Dimensions of Music & Vocal Skills

At the start of the term, we focused on developing a strong foundation in music through the exploration of the inter-related dimensions of music. These key elements are the building blocks that help us understand and appreciate how music works.

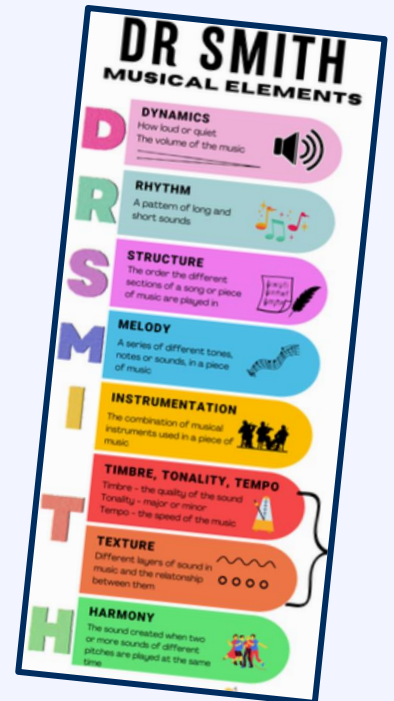
We spent time exploring how each of these dimensions contributes to a piece of music and students engaged in practical activities where they experimented with using their voice to demonstrate these musical elements.

### West African Drumming – Rhythms and Culture

In the second half of the term, we took a fascinating journey into the rhythms of West African Drumming. We began by learning about the origins and cultural significance of West African drumming, including the important role music plays in community life, celebrations, and ceremonies.

Students had the chance to play on authentic djembes exploring the techniques that make this music so distinctive. We worked as a whole class, then in smaller groups, to create intricate rhythms in unison, exploring the concept of call and response, master drummer and polyrhythms.

As the lessons have progressed this term students have become more confident in performing together.



## Teacher Shoutouts

A huge well done to all the students in 7J who worked brilliantly in their groups this half term. Your teamwork, focus, and creativity really shone through, especially during the African drumming activity. The call-and-response patterns you created were rhythmic, energetic, and performed with fantastic collaboration.

# The Eagle - Newsletter

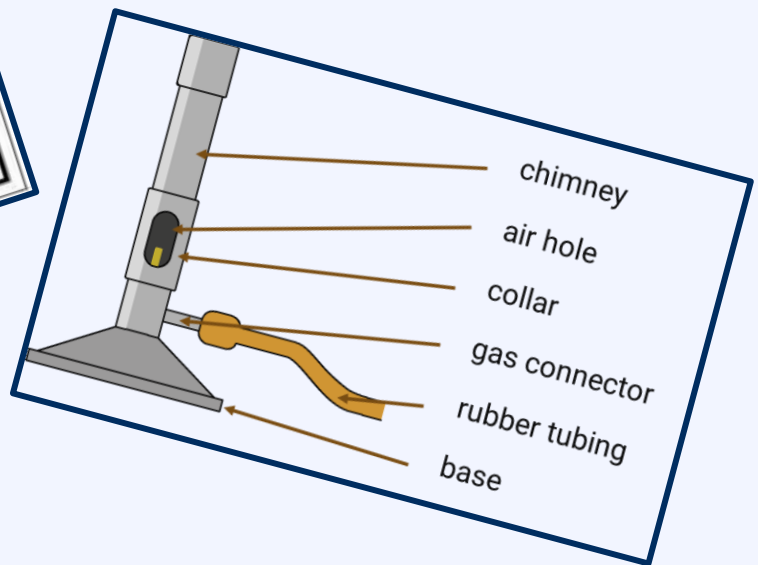
## Science

Students in Year 7 have been learning our lab safety rules and have been practising lighting and using Bunsen burners safely.

The students have then gone on to learn all about particles, substances and mixtures, as well as the fundamentals of physics.

We are now beginning our first biology topic, looking at different types of cells using microscopes.

Well done to Year 7 for demonstrating fantastic lab skills throughout term 1!



## Teacher Shoutouts

Well done to Year 7 for demonstrating fantastic lab skills throughout term 1!

# The Eagle - Newsletter

## Technology

Across all Technology specialisms, students began the year by focusing on essential Health and Safety requirements and learning how to work safely and responsibly within each specialist environment.

### Product Design

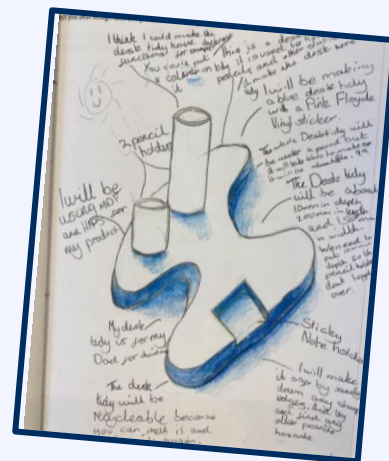
In Product Design, students have designed and developed their own desk tidy, making use of a range of workshop tools, equipment and processes. They analysed a design brief and explored different design techniques, working iteratively to generate and refine their ideas. Using a variety of engineering materials, students constructed their final product and then tested and evaluated its success.

### Textiles

During their first rotation in Textiles, students were introduced to the textile industry and learned how to interpret and create working drawings, including producing their own lay plans. Practical work focused on building core hand-sewing skills, such as running stitch and blanket stitch. Students also learned how to add decorative elements—including buttons, sequins, beads and ribbon—to enhance their final pieces.

### Food

In Food, students explored the Eatwell Guide and developed their understanding of macro- and micronutrients, with a particular focus on the importance of vitamins and minerals. They completed several practical cooking tasks using a range of techniques, including fruit salad, fruit crumble, chicken fajitas and pasta salad. Towards the end of the rotation, students learned about budgeting and created recipes that could be planned and cooked from a weekly shop.



## Teacher Shoutouts

Abdullahi A (7C1) – Product Design  
Grace S (7P2) – Textiles

# 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.

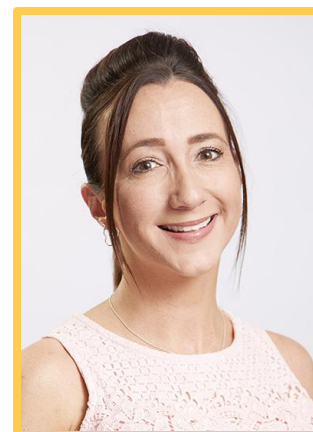
### A Whole-School Commitment to Goal 3 – Good Health and Wellbeing

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 withing 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 are yet to come.



**Miss E Foster**  
**Head of House**



### 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 the new half term 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 pupil 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



**YOUNG**MINDS

# 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 Hessle High School students proudly represented at the East Riding Cross Country Championships in Cottingham, showcasing outstanding effort and determination from all competitors. The boys' team delivered an impressive performance, while individual highlights came from Charlie O (702), who have earned the opportunity to represent Hessle High at the upcoming Humberside Cross Country Championships in Scunthorpe. A huge well done to all students who took part and represented the school with pride.



### **Year 7 v Malet Lambert**

Three of our Year 7 football squads took part in a 7-a-side tournament against Malet Lambert. It was a fantastic opportunity for many students to experience their first competitive event and proudly represent the school. One of the Hessle squads went on to win the entire tournament! Well done to them!

# The Eagle - Newsletter

## Sporting Events

### Year 7 Rugby v South Holderness 42-12



### Year 7/8 Girls Utilita Cup Football tournament at Hull University.

The Utilita Girls Cup gives the unique opportunity for girls to represent their local EFL club in this national tournament, culminating in a Grand Final at Wembley Stadium.

Utilita Cup – The Year 7 and 8 Girls team finished 3rd in their group, narrowly missing out on a place in the semi-finals of the tournament.



### Year 7/8 Girls Football – Tigers Trust

Year 7 and 8 Girls Tigers Trust Inclusive Tournament – A Hessle squad competed in a 12-school inclusive 5-a-side tournament at the Tigers Trust Arena in Hull. The team performed brilliantly, finishing 3rd, with only the group winners progressing to the overall final.

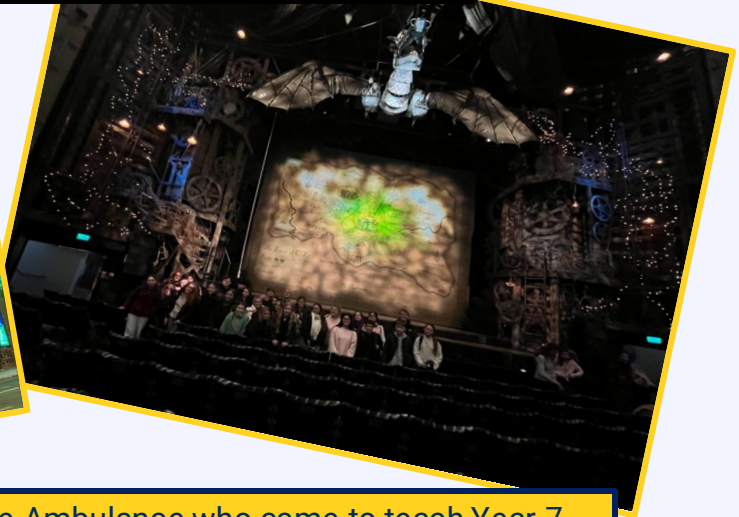




# The Eagle - Newsletter

## Events

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



We welcomed Yorkshire Ambulance who came to teach Year 7 students vital CPR skills on Restart a Heart Day



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.



**Christmas Jumper Day**  
Don't limit your child's creativity!  


**Be part of it!**  
**Where** - Hessle High School and Hessle Consortium Sixth Form College  
**When** - Friday 19 December 2025  
**Other details**  
Make your minimum £1 donation ONLINE at Hessle High School or in person with **Just Giving**  
  


### HOUSE CHARITY DAYS

Tuesday 17 March  
2026



Thursday 30 April  
2026



Tuesday 12 May  
2026



Wednesday 3 June  
2026



Here are a few exciting Year 7 trips we offer, we will update throughout the year with further information:

- National Space
- Yorkshire Sculpture Park
- Cinema Visits
- Sporting Events e.g. Football matches
- Tigers Trust visit to MKM Stadium



## 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](https://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.



#WakeUpWednesday

The National College

See full reference list on our website

X @wake\_up\_weds

f /www.thenationalcollege

ig @wake.up.wednesday

yt @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

Year 7 Progress Evening

Thursday 5 February 2026

School closes for Half Term

Friday 13 February 2026

School Reopens

Monday 23 February 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](mailto:office@hessleacademy.com) if you have any issues with accessing your account.