



# The Eagle

## Newsletter



Year 10 Volume 6

### Duke Of Edinburgh's Silver Award Expedition

Students successfully completed their Duke of Edinburgh Silver Award expedition, showing remarkable strength of character and determination throughout the journey. Battling intense heat of up to 30 degrees while carrying full expedition kits, they hiked an impressive 10 miles each day across challenging terrain. Despite the physical demands, they maintained high spirits, never once complaining, and instead embraced the challenge with a positive attitude and unwavering commitment.

Throughout the expedition, the students consistently demonstrated outstanding teamwork, communication, and resilience. They supported one another with kindness and integrity, always ensuring no one was left behind and taking full responsibility for their group's welfare and progress. Their maturity and perseverance under testing conditions were nothing short of inspiring. These young people were a true credit to themselves and to our school, and on behalf of the Duke of Edinburgh Award Team at Hessle I would like to say it was a genuine privilege to support and witness their journey.

If your child would be interested in taking part in future Duke of Edinburgh Awards, please contact me.

Kate Moore



# Head of Year 10 Updates

Hello and welcome to the last instalment of the Year 10 Eagle.

I have always found writing the last newsletter of the Year difficult and never more so than this year. Trying to summarise how proud I am of my Year Group is impossible, the growth and development we have witnessed is nothing short of astonishing and we finish another academic year stronger and better than the last.

This instalment of the Eagle is focused on 'Responsibility' and as the students of Year 10 finish their second week of Mock Exams we have seen our students demonstrate this in abundance. Often, it is the simplest acts that catches your eye, and I have seen so many acts of responsibility both leading up to the Mock Exams and during.

Examples of which include students engaged in conversation with staff regarding key topics, extra revision sessions before exams, huddles of students discussing Macbeth and more revision notes than I have ever seen from a year 10 (year) group.

Not only have the students dealt with the academic pressure of Mock Exams with responsibility and maturity but have also contended with the unusually high temperature and its uncomfortable effects.

Staff are busy marking and grading the completed exams and details will be shared with parents/carers as to when their results will be issued.

Responsibility isn't just a word that parents and teachers throw around; it's a core life skill that shapes character, builds trust, and lays the foundation for success. For students, learning to be responsible is one of the most important steps toward becoming independent, capable adults. Our students are at a critical stage of life where they begin to make decisions that impact their future. Learning responsibility means understanding the consequences of those decisions and being accountable for their actions.

It's about learning to manage time, complete tasks, honour commitments, and take care of oneself and others. It also helps students earn the trust of their parents, teachers, and peers. When they consistently follow through on promises, like doing homework, showing up on time, or helping around the house they show that they can be relied upon. This trust leads to more freedom and opportunities.

With responsibility comes independence. Whether it's managing a part-time job, saving money, or preparing meals, responsible actions help students prove they're capable of handling more on their own. This independence builds confidence and prepares them for their future. Responsibility teaches students how to set goals and stick to them, even when it's not easy. Whether it's studying for exams instead of going out or practicing for a sport instead of playing video games, these choices develop self-discipline; it is a trait that's essential for long-term success.

Life outside of school is full of responsibilities: bills, deadlines, work obligations, relationships, and more. If our students learn to take responsibility early are better equipped to handle these adult challenges. They know how to prioritise, plan, and problem-solve; these skills pay off in college, careers, and personal life.



# Head of Year 10 Updates

Responsible students don't just think about themselves - they look out for others. Whether it's volunteering, being a dependable teammate, or standing up for what's right, responsible actions help create better communities. It also fosters empathy and leadership.

Responsibility isn't something that appears overnight; it's built one choice at a time. For students, embracing responsibility leads to personal growth, stronger relationships, and greater success in all areas of life. It's not about being perfect; it's about being willing to learn, to try, and to keep improving.

So, whether you're a student striving to grow or a parent or educator guiding the way, remember responsibility isn't a burden; it's a powerful tool for shaping a brighter future.

## Tips for Developing Responsibility

- **Start Small:** Taking care of personal belongings or doing daily chores can help build a sense of ownership.
- **Be Accountable:** Own up to mistakes. Responsibility means learning from failure, not avoiding it.
- **Manage Time:** Use planners or apps to keep track of homework, deadlines, and commitments.
- **Set Goals:** Setting short- and long-term goals helps teenagers stay focused and motivated.
- **Ask for Feedback:** Constructive criticism from parents, teachers, or mentors helps students improve and grow.

Finally, congratulations to Aland O. who represented West Hull U15's playing in the BARLA Rugby League National Cup, against Castleford Lock Lane.

Unbelievably, having played so well this season and having beaten key teams throughout the Cup, Aland and his team actually played a team in an older age group. This never stopped them putting on a great display and after a hugely controversial decision by the Referee Aland had a try disallowed in the final minutes. Finally, being beaten 22-20.

Having watched the game, I can confirm it was a great try and should never have been disallowed. However, sometimes in life decisions do not go your way and having the skills and attributes to overcome these setbacks is crucial. I am pleased to say that Aland has these skills in abundance, and not only did he take the poor decision with maturity, he also didn't let one of the biggest 'hits' witnessed in junior rugby stop him from playing to the final whistle.

Well done, Aland, Mrs. Green and I are incredibly proud of you.

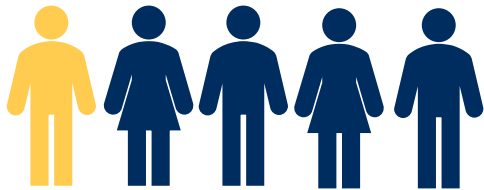
Mr Julian  
Head of Year 10

# Attendance Matters

every student, on time, every day



## Did you know



# 1 in 5

students don't attend school regularly

## 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

## 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

## 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



**Schools are here to help.**

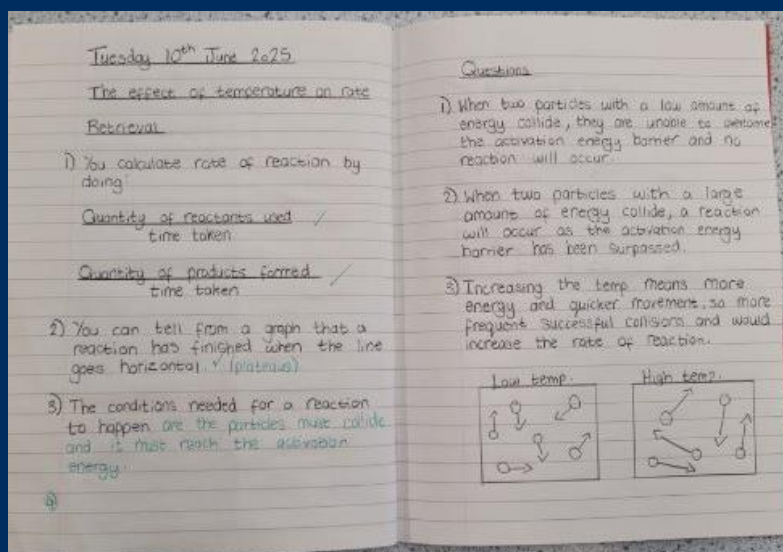


# Science – Year 10

**Physics** – This term Year 10 have been working on their forces topic, we have been looking at forces in balance and force and motion. Recently students have been learning about acceleration and stopping distances relating this to speed limits and car/road safety. They have also been thinking about our Big Questions which are 'Why didn't a T-Rex topple over?' And 'Why does a Sky Diver need a parachute?'

**Chemistry** – Students have been learning how different conditions can speed up or slow down a reaction and have developed their practical skills by monitoring reaction speeds during class experiments.

**Biology** – As we come to the end of the Year 10 biology course, we see our separate students wrap up their learning discussing food production and feeding an ever-increasing human population. The Combined students are looking at the impact that humans have on habitats and what we can do to help our planet's biodiversity.



## Teacher Shout-Outs

10N1 students for fantastic attitude to learning demonstrated in preparing for their end of year mock exams – well done and keep it up into Year 11!

Well Done to all Year 10 students and here's to a massive collective effort for Year 11 and your GCSE's.

# Geography – Year 10

Year 10 Geographers have now completed Urban issues and Resource management as part of their GCSE course. They are now studying Physical landscapes in the UK which includes rivers and coasts. This has involved a study of coastal landforms and processes and an in-depth study of the Holderness Coast. To accompany this, we are taking the Year 10 students to Bridlington to complete their GCSE fieldwork.

Students will spend half a day on the beaches looking at longshore drift, sediment size and how the beaches are managed.

The afternoon will be spent in the town of Bridlington studying the impact that tourism has brought to the town. Once we return to school the students write up this fieldwork in preparation for their GCSE exams in Year 11.



## Teacher Shout-Outs

**Nezire B (10A3), Ella H (10A1) and Jack M (10C2)** - All showing good progress in GCSE geography. Great engagement and attitude to lessons during the coast topic.

**Caitlin D (10A2), Pixie C (10P3), and Lauren K (10C1)** – Great geographers who shown a fabulous ATL and perform really well in mid and end of unit assessments

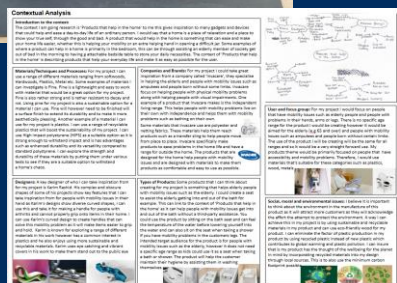
**10N- Aston, Jake, Lydia, Megan, Tom, Ryan, Lucas, Phoebe and George** – you are all super geographers who have a great attitude to learning and make teaching Geography an absolute pleasure

# Technology – Year 10

**Food Preparation and Nutrition** students following the AQA course have been developing their practical cooking skills while deepening their understanding of nutrition, food science, and dietary needs. They've explored the functions of ingredients through food experiments, analysed the nutritional value of dishes, and practised a range of preparation techniques in line with high-level culinary standards. As they prepare for their NEA tasks, students are learning how to plan, trial, and present well-balanced, creative meals with a focus on both flavour and nutrition.

**Design and Technology** students following the AQA GCSE course have been developing their practical and theoretical knowledge through focused design challenges and in-depth study of materials, processes, and sustainability. They've explored key topics such as forces and stresses, modern materials, and environmental responsibility, while also building skills in sketching, modelling, and using tools safely. As students begin preparing for their NEA (Non-Exam Assessment), they are learning how to research, design, and develop creative solutions to real-world problems—demonstrating both independence and innovation in their approach.

**Engineering Manufacture** students studying the Cambridge National qualification have been honing their precision and practical skills through hands-on work with tools, machines, and manufacturing processes. They have focused on interpreting technical drawings, following production plans, and safely using equipment such as lathes, drills, and milling machines to produce high-quality components. Alongside their practical work, students are building a strong understanding of manufacturing methods, quality control, and health and safety—essential knowledge for careers in modern engineering and manufacturing industries.



## **Food Preparation:**

**Ashton A (10P2)** is putting in exceptional effort across all areas within Food, revising thoroughly for exams and achieving high marks. His dedication to NEA work is equally impressive, reflecting strong commitment and focus.

**Alana T (10C3)** shows excellent time management and approaches practical tasks with confidence and skill. Their MOCK NEA work is of a high standard, reflecting strong effort and understanding.

## **Resistant Materials:**

**Lexi S-G (10C3), Charlie D-S (10C2) and Charlie O (10C1)**- All students have shown great work ethic throughout the year and have already made a great start to their NEA coursework. Their dedication will really pay off as we move forward into Year 11. Keep up the good work.

## **Engineering:**

**Charlie S (10C2)** - Engagement / class participation.

**Will J (10A2)**- Engagement / hard work.



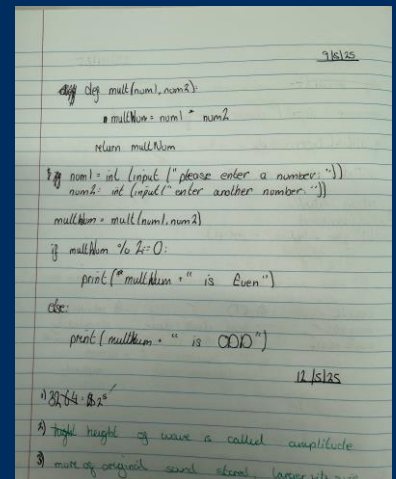
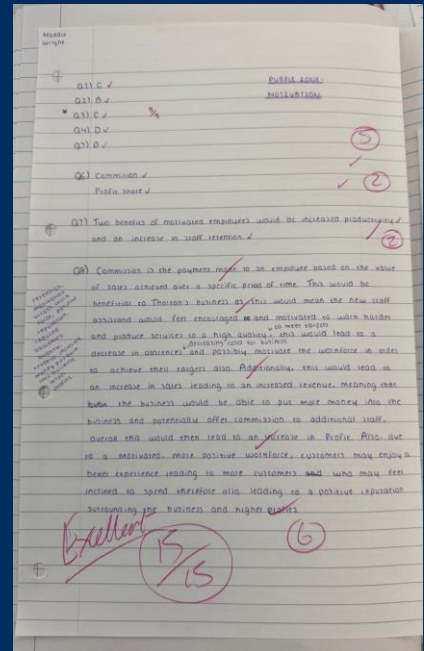
**Teacher  
Shout-Outs**

# Business & ICT – Year 10

**BTEC ICT:** This term, Year 10 students have been focusing on **data collection methods** and developing their **spreadsheet skills**. They've explored how to gather reliable data through research in lessons and tasks, and how to organise, analyse, and present it effectively using spreadsheets. These essential skills support data-driven thinking and prepare students for both their coursework which they will complete next year and help them in careers later on.

**Business:** In GCSE Business, students have been exploring the role of Human Resources (HR) in helping businesses achieve their objectives. They learn how effective recruitment, training, and employee motivation contribute to business success. Students examine how businesses structure their workforce, the importance of good communication, and how employment law impacts decisions. By studying real-life examples, students gain an understanding of how HR strategies can influence productivity, employee satisfaction, and overall business performance.

**Computer Science:** Year 10 have been looking at the physical layout of networks, the different types of networks available to organisations and individual users while looking at the TCP/IP network layer model and the protocols that enable that to work. In the midst of the networking we have been writing programs using the procedural paradigm while including selection and iteration constructs and how to iterate through data structures.



**ICT: Miles W (1002)**– working hard this term on his spreadsheet skills and always trying hard.  
**Leon M (10A3)** – always engaged In lesson and completing tasks to the highest level  
**Finnley Benham** – absolute whizz on spreadsheets!

**Computer Science** - I'm really struggling to narrow the shoutout down as the class is collectively very good indeed. Together they have shown all of the skills needed to succeed in Computer Science ranging from 100% attendance at revision to programming at home consistently, to really challenging themselves with tasks above GCSE standard to creating exceptional notes and dedicating some of their time at home to making sure they are on top of everything they have been taught. Well done 10Q Cs1

**Olivia M (1002)** ATL in Business GCSE has been exemplary from the first ever lesson until the present time. Her book work is phenomenal, which is a true reflection of her effort and high attaining outcomes. Olivia is a real star of 10Q Business and continues to shine in every lesson.



**Teacher  
Shout-Outs**



# History – Year 10

This term, students have been learning about Anglo-Saxon and Norman England. Students have examined the structure of Anglo-Saxon society, the events of 1066 including the succession crisis and the Battle of Hastings, and how William the Conqueror established control over England. Students have explored key concepts such as power, resistance, and change through the study of castles, the feudal system, and rebellions against Norman rule.

More recently, students have been studying Superpower Relations and the Cold War. They have explored the origins of the Cold War, the development of tension between the USA and the USSR, and key events in the first part phase of the conflict such as conferences at the end of WW2, the arms race and the establishment of NATO and the Warsaw Pact. Through a range of sources, students have considered how ideological conflict, diplomacy, and nuclear tension shaped international relations.

In addition, this term students had the opportunity to visit Thackray Medical Museum and enjoyed a detailed interactive presentation about the history of surgery. They also had the opportunity to learn more about how approaches to medicine they have learnt about in lessons were applied.



**Jack E (10P1)** - has worked tirelessly every lesson to complete his written work in as much detail as he can. The way he challenges himself to do so each lesson is very much to his credit as a historian.

**Leon M (10A3)**- Consistent effort shown in lessons, regularly completing stretch and challenge tasks.

**Jaycy-M (10C1)**- has really grown as a reflective historian over the last few months, asking a lot of intelligent and thoughtful questions about her work.



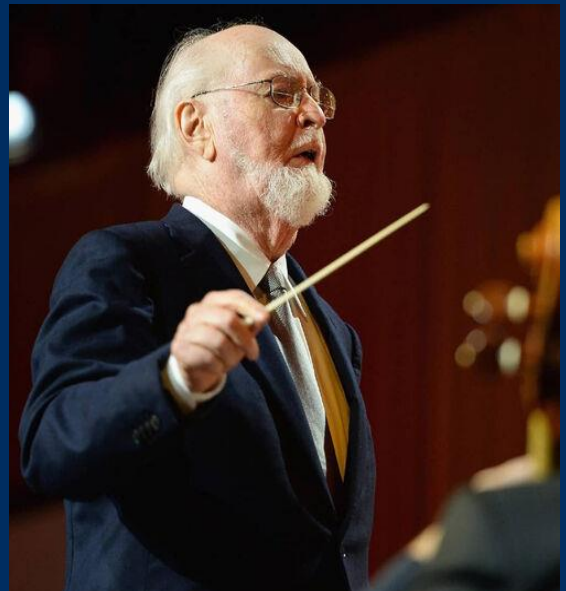
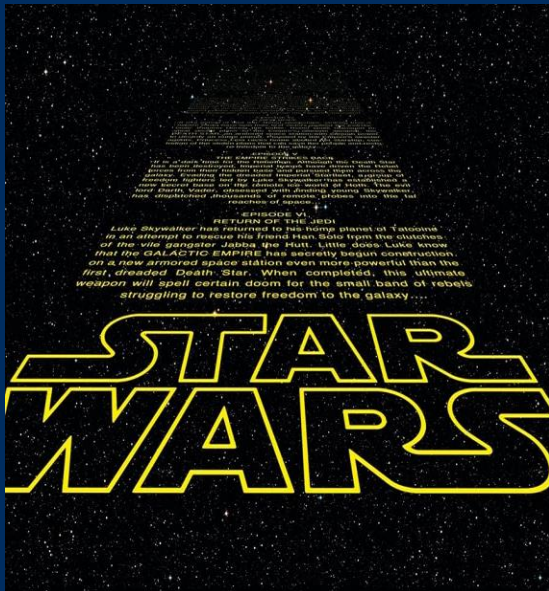
**Teacher  
Shout-Outs**

# Music – Year 10

This term, our Year 10 GCSE Music students have been introduced to a new Area of Study: **Music for Stage and Screen**. As part of this, they've been analysing their set work – *Main Title Theme/Rebel Blockade Runner* from *Star Wars* – exploring its use of instrumentation, structure, and dramatic effect.

Alongside this, students have been dedicating significant time to their composition coursework, working towards completing their first full piece by the end of the summer term

To support their progress, they have also completed a mock exam, helping them build confidence and prepare for the challenges of Year 11. Their focus and creativity this term have been fantastic!



## Teacher Shout-Outs

**Curtis D (10P3)** – Showing real commitment and dedication to his composition work

**Megan O (1003), Lydia B (10P3), Harriet D (1001), Harry R (1002) & Sam P (10A2)** – Will be representing our school on the 11th July at Bridlington Spa for the annual Battle of the Bands Competition held by the East Riding Music Service.

# Drama & Dance – Year 10

## Dance

This term, our Year 10 Dance students have been working on a mock Component 3 project to prepare for their final assessments next year. Exploring the theme of '**Freedom**', they studied the work of key practitioners including **Jerome Robbins**, **Martha Graham**, and **Kyle Hanagami**, using these influences to inform their own choreography. Students also developed their audition techniques and performance skills, culminating in a filmed final performance.



In the second half of the term, the focus shifted to **ballet technique** in preparation for **Component 1**, which they will begin at the start of Year 11. As part of this, students have been analysing professional works with a focus on understanding the **creative intention** behind each piece. This term has laid a strong foundation for their continued development as confident, expressive, and reflective dancers.

## Drama

This term, our Year 10 Drama students have been completing their preparation for **Component 3** by devising an original piece inspired by the stimulus '**Black Mirror**'. The students explored dystopian themes, focusing on how cutting-edge technology can manipulate personal behaviour and relationships. Their work has demonstrated thoughtful creativity, strong ensemble skills, and a growing ability to communicate complex ideas through performance. In addition, students have been looking ahead to **Component 2**, which they will begin in Year 11. With the theme of '**Friendship**', they have been exploring extracts from a range of plays including '**Teechers**', '**Blood Brothers**', and '**DNA**'—examining character relationships, dialogue, and performance techniques. It's been a dynamic and thought-provoking term, setting them up well for the challenges of next year.



Dancers **Phoebe B (1002)** , **Mia A (10P3)**, **Ava A (10P3)**, **Lily J (10C2)**



### Teacher Shout-Outs

choreographing a creative piece of dance as part of their Component 3 mock and developing their interpretive skills in order to clearly show the concept and portray the characters

**Lilly P (1002)**. Lilly has worked so hard on her recent coursework for component 1 of the BTEC Performing Arts and has achieved a grade above her predicted target. Students have been exploring the how professional theatre is made from the initial concept through to rehearsals and technical components such as lighting and costume design and has demonstrated a thorough understanding of how different theatre makers work together to create the final production. Well done Lilly!



# Orlando House Updates



With the school year coming to an end, it's easy to look back on what it has brought us and the amazing times that we have had as a house.

When I started as Orlando Head of House in January, I knew there would be some school events that would be so incredible to take part in and the Charity day that took place on 2 April was one of those occasions.



**Miss R Bishop**  
**Head of Orlando House**

To see the students of Orlando come together to raise money for an inspiring charity such as WISHH was lovely to see. At the end of that day, we had raised a massive **£1,023.72** with the fund increasing throughout the year with the use of raffles. A big thank you especially must go to **Jacob R-G (902)** for donating his bike to raise money for our charity, which is already at an extra £42.

We come to the end of our run supporting **WISHH** this year and are pleased to announce that the charity we are supporting next year will be **Dove House Hospice**.



I must also give out a massive **thank you** to our House Captains without whom, I'm sure, I would have been lost. They have shown great resilience and enthusiasm towards every aspect of helping the house and have given some incredible ideas that I'm sure their successors will take forward into the new school year.



All students across our House have shown commitment to their school life, both in academics and out in the school community and that shows with the house points that many of our pupils have received. I am pleased to announce that the top student in each year group are:

- **Year 7 - Dylan B (701) : 2706**
- **Year 8 – Stella W (803) : 2099**
- **Year 9 – Paisleigh H (903) : 1672**
- **Year 10 – Dexter O (1001) : 1974**

Finally, I just want to say huge **Thank You** to everyone who has been a part of this successful Orlando year. Enjoy your summer and we will see you in September.



# Portia House Updates



As the school year draws to a close, I am excited to share with you all the wonderful achievements, memorable events, and exciting moments that have made this year truly special. From academic successes to (pending) sports triumphs, creative projects to community initiatives, our school community has shown tremendous spirit and dedication throughout this past year. We have a grand total of 273, 414 house points so far, which is an increase of 35,583 since our last newsletter! We remain in second place, but I still have faith we can achieve the House Cup with a final push on collecting those points! Our participation, performance and success at Sports Fest on Wednesday 16 July will hopefully secure our victory!



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

## **Top tutor groups this term are:**

**7P1 – 8329   8P1 – 6662   9P3 – 6045   10P1 – 5270**

## **House Captains**

Applications for the new House Captain roles were advertised this term, and I am very pleased to announce that we have a fabulous new team of enthusiastic students who are raring to go in developing opportunities for Portia students. Thank you to everyone who applied and congratulations to all who were successful in their application. We have already had some meetings to discuss and plan this year's Charity Day, and we also have some fantastic ideas for different ventures for the students to get involved in next year.

## **House Charity**

As mentioned in the previous newsletter, our affiliation with our current charity, **Downright Special**, is coming to an end. I am pleased to announce that our new charity is **Emmaus, Hull and East Riding**. Emmaus supports formerly homeless people by giving them a home, individual support, work experience and an opportunity to get back on their feet again. There are lots of opportunities for Portia students to get involved with their outreach programmes and other fundraising projects, whilst raising awareness about homelessness in our local community. I will be launching our new charity in our final house assembly of the year. And finally...

For our eagerly awaited Charity Day on Tuesday 8 July, we are holding a 'Capture the Classics' event whereby each year group will participate in an interform competition of Catch the Flag. All Portia tutor groups will be competing to win our Challenger Cup which is a new trophy. They will also compete in some retro races such as flip the tyre, egg and spoon race, obstacle course and a three-legged race. All activities are inclusive and fun for all participants and should raise a considerable amount for **Downright Special**. Students have their sponsorship forms, and we are hoping for as many sponsors as possible to win additional prizes/house points. There will also be a bake sale at break/lunch times where a selection of yummy treats will be available to buy; all proceeds going to our charity. The final figure raised will be published in the next newsletter.

I continue to be so proud of all our students in Portia, not only for academic success but for consistently demonstrating our school values and participating in all aspects of school life. Here's to even more success next year. I wish all our students and families a safe, fun and relaxing summer holiday.

# Cassio House Updates



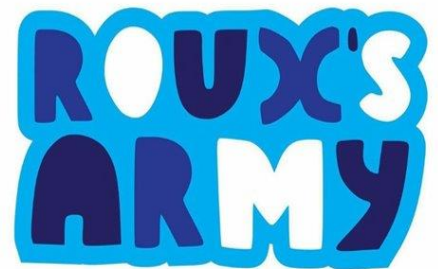
As we approach the end of another exciting and memorable school year, it's a perfect moment to reflect on all that we've achieved together as House Cassio. From competitive triumphs to community spirit, 2024-25 has been a year that has truly showcased our House values and our commitment to excellence in everything we do.

This year, Cassio continues to make a strong showing on the House Cup leaderboard. With only a few weeks to go, we remain in a fantastic position to retain the title we proudly earned last year. This is a reflection of what we can accomplish when we come together as one team. Every competition, every point, and every act of support between students builds the kind of legacy that defines greatness. Let's keep pushing forward and finish strong—Cassio knows how to rise together!



**Mr E Griffiths**  
**Head of Cassio House**

Looking ahead, we're excited about the upcoming **Sports Fest on Wednesday 16 July**, a refreshed and rebranded version of our much-loved Sports Day. This is our chance to show our athletic talent, team spirit, and determination as we compete to win back the **Sports Cup** from Portia House. Every single participant matters. Each race, game, and activity counts towards our House total. Let's show up, give our best, and bring that trophy home!



One of the highlights of the year was our incredible Charity Day, where we raised an amazing total of **£948.60** for **Roux's Army**. This day was more than just a fundraiser; it was a celebration of togetherness and a shining example of our school values in action; **Respect, Resilience, Aspiration, Responsibility, Integrity, and Kindness**. A huge thank you goes to our House Captains for their leadership and enthusiasm throughout:

**Isabel K (House Captain), Olivia B (Vice Captain), Amelie A and Sophie A (Charity Captains), Sanga S (Diversity Captain), Tilly L (Environment and Sustainability Captain), and Freddie L (Sports Captain).**



Your dedication has made a lasting impact on the House and school community.

We'll finish the term with our final rewards assembly, a time to come together and celebrate all that we've achieved this year as a House. From academic success to community involvement and outstanding contributions in competitions and events, Cassio students have continued to set a shining example of what it means to be part of this exceptional team. We look forward to welcoming Anthony Owen (Roux's Dad) to this assembly to donate a final cheque to **Roux's Army** from the last two years. We will also be announcing the election of next year's House Captains.

Thank you all for a fantastic year. We're so proud of everything House Cassio has accomplished, and we can't wait to see what next year brings. Until then, enjoy a well-deserved summer break and remember. **Once Cassio, always Cassio!**



# Ariel House Updates



As the summer term draws to a close, it's a perfect moment to reflect on the many achievements of Ariel House—not only over the past few weeks, but throughout the entire academic year.

Our students have shown incredible commitment, and team spirit across every aspect of school life. From academic successes to extracurricular triumphs, Ariel House continues to shine, and we are proud of each and every one of our students.



**Miss A Deveney**  
**Head of Ariel House**

A particular thank you must go to our fantastic House Captains, whose leadership, energy, and dedication have helped bring our house together throughout the year. They have gone above and beyond to support events, motivate peers, and represent Ariel with pride. With their term coming to an end, we now look forward to the upcoming elections for our 2025/26 House Captains—an exciting opportunity for a new generation of leaders to step forward.

One of the real highlights of this term was **Ariel Charity Day in May**, which was a fantastic celebration of community and giving. We were delighted to be joined by our supported charity, **Humber Rescue**, who made the day truly memorable. Students had the opportunity to take part in CPR practice sessions, explore the rescue lifeboat, and try on genuine rescue gear. The 500m rowing challenge was a hit too—well done to all who took part with such determination and enthusiasm!

Thanks to everyone's efforts and generosity, we raised a total of **£1,596.69**—an incredible amount that will go directly supporting the vital work of Humber Rescue.

I would like to take this opportunity to say a massive **well done** and **thank you** to all members of Ariel House. You've made this year one to be proud of. Here's to a restful summer and an exciting year to come!



# House Points



**271442    279224    268608    247885**

## Extra Curricular clubs

Please see our **Extra Curricular clubs** available;

Club	Day	Year Gro up		Club	Day	Year Gro up
Badminton	Monday	7 to 10		Choir	Wednesday	7 to 10
School Product ion Rehearsals	Tuesday/ Wednesday/ Thursday	7 to 10		Open Musi c Rehearsal	Tuesday	7 to 10
Rugby	Monday	7 to 10		Dungeons & Dragons	Friday	7 to 10
Netball	Tuesday	7 to 10				
Fitness/ Gym	Wednesday	7 to 10				
Boys Football	Thursday	7 to 10				
Tigers Trust Girls Football	Thursday	7 to 10				
Cheerleading	Friday	7 to 10				
Bridgehead Pro ject	Wednesday	7 to 10				
Scalextric/ Electronics & Greenpower	Tuesday	7 to 10				



# Events

A group of Year 10 students took part in the Duke of Edinburgh Silver Award Expedition. It was a very warm day but they are made of tough stuff and showed resilience and responsibility.



**Well Done!**

Well done to all Year 10 Students for working so hard with your Mock Exams, we are so proud of you all.

**What Parents & Educators Need to Know about MAKING FRIENDS ONLINE**

In today's digital world, it's increasingly common for children to form friendships with people they've never met in person. While online connections can offer children a sense of belonging, they also carry significant risks. Around 19% of children aged 10 to 15 in England and Wales have chatted online with someone they've never met face to face. This guide offers expert advice for parents and educators on helping children navigate online friendships safely.

**WHAT ARE THE RISKS?**

- ONLINE GROOMING THREATS**  
Predators can use games, chat apps or social media platforms to build relationships with children and gain their trust. They may quickly develop into grooming or exploitation. Between April 2017 and March 2022, UK police recorded nearly 54,000 online grooming offences – an 82% increase in just five years.
- EXPOSURE TO INAPPROPRIATE CONTENT**  
Children may encounter distressing or explicit material while interacting with online contacts – especially via TikTok, Instagram or Snapchat. This is evidenced in a survey by the Children's Commissioner for England, which found that 65% of children aged 5 to 17 had seen content online that made them feel uncomfortable, worried or upset.
- COMPROMISED PERSONAL SAFETY**  
Meeting an online friend in real life increases the risk of a child in serious danger. From abduction to cyberstalking, the consequences can be devastating. Reports of children being harmed after such meetings are becoming increasingly common in the UK, highlighting the need for safeguarding intervention.
- PSYCHOLOGICAL DISTRESS**  
Online harm – such as cyberbullying, grooming or exposure to disturbing content – can lead to long-term emotional issues, including anxiety, depression and PTSD. Sometimes, people who threaten to release sexual information about a person unless they pay them money, have reportedly targeted children as young as 10, leading to their blackmail and extortion.
- LONG-TERM REPERCUSSIONS**  
Children exposed to harmful online relationships early on may develop unhealthy attitudes in the real world. Being online often helps to blur the boundaries between children aged 10 to 16, misquoting them into sexual activity and causing profound emotional distress. One 12-year-old tragically died by suicide, highlighting the long-term psychological harm online friendships with strangers can cause.
- TEACH SAFE ONLINE HABITS**  
Help children understand how to use privacy settings, protect their personal information, spot the predators, and report anything suspicious or concerning. Use pressure tactics. Encourage them to think critically about what they read.
- ENCOURAGE REAL-WORLD CONNECTIONS**  
Support children in building friendships through school, clubs, hobbies and activities in the real world. Being offline helps to build resilience, confidence and social confidence.
- KEEP CONVERSATIONS OPEN**  
Let children know they can talk to you about their online life. Avoid reacting with anger or judgement, as this may prevent them from seeking up in the future. A child who feels listened to is more likely to disclose problems before they escalate.
- USE PARENTAL CONTROLS**  
Parental control settings on devices, games and apps can help manage screen time, filter out inappropriate content, and monitor activity. While no system is perfect, they provide a valuable layer of protection as children explore digital spaces.

**26 FRIENDS ONLINE NOW**

**Advice for Parents & Educators**

**Meet Our Expert**  
Gabriella Basso is a safeguarding consultant with over 20 years' experience in supporting children, families, and adults across education, local authority, and mental health settings – both in the UK (including at Parliamentary level) and internationally.

**#WakeUpWednesday**

**The National College**



# Events

Students had a very active week walking.. biking...smoothie making with Team Modeshift.



Well done to all students, staff and parents in Ariel for all your amazing support. All money raised will be donated to Humber Rescue to help save more lives.



CHARITY DAY GRAND TOTAL...

**£1596.69**

Thank you to all students, staff and parents of students in Ariel for your wonderful support! What an amazing day and it was so great to see you all taking part. The money will be donated to Humber Rescue to help them to save more lives each day.

Thank you all, can't wait to see what we can do next year!

-Miss Deveney







**SPORTS DAY**

**WILL BE HELD ON SITE**

**THIS YEAR**

**MORE INFORMATION**

**TO FOLLOW**

**WEDNESDAY 16 JULY 2025**



# Key Dates and Notices

<b>Yorkshire Sculpture Park</b>	Tuesday 8 July 2025
<b>Battle of the Bands</b>	Friday 11 July 2025
<b>Rewards Trip</b>	Wednesday 14 July 2025
<b>Sports Day</b>	Wednesday 16 July 2025
<b>End of Term (13:45 Finish)</b>	Friday 18 July 2025
<b>Beginning of Term Years 7, 11 and 12 (all day) and Year 13 (pm only)</b>	Wednesday 3 September 2025
<b>Beginning of Term Years 8 and 9</b>	Thursday 4 September 2025

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](#).

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.

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

Term dates for 2025/2026 will be available shortly.