

The Wolfreton Way Newsletter

Issue 15

On Monday, it was a privilege to stand in front of Year 11 before the first large external exam of the season. I was able to tell them how genuinely proud we all are of them, and to wish them all the very best of luck on behalf of all of the staff, and the wider school community. Across the week, all those taking both GCSEs and A Levels have impressed us immensely in their approach - whether in the exam booster sessions beforehand or in how they have conducted in exams, they have quite simply filled me with pride. I know you will join me in wishing them well. Whether your child is involved in exams directly or not this year, I hope you will also enjoy reading our latest Newsletter as we share a sample of what we have been up to this last fortnight. Have a lovely weekend.



VE Day 80th Anniversary

To mark the 80th anniversary of Victory in Europe Day, staff and students at Wolfreton came together in a variety of meaningful ways.

Throughout the week, Miss Cutts led assemblies reflecting on the resilience of both the soldiers who fought during the war and those on the home front, linking their courage and resilience to some of our core Wolfreton values.

In the classroom, all Key Stage 3 students participated in standalone lessons exploring the events of VE Day and its profound significance, both historically and in the context of today's world.

During tutor time, students paid

tribute to the occasion, and as part of the House Challenge on Friday, they were tasked with creating bunting to celebrate the importance of this milestone.

On VE Day itself, the Forum was decorated in red, white, and blue, and a special lunch menu was served, inspired by the traditional foods of the day. The celebration reached its peak with a street party at lunchtime, featuring wartime classics like Vera Lynn's songs, as staff and students mingled in the spirit of the era.

This was a fitting tribute to one of the most significant events in British history.

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GCSE Drama Students Shine On and Off the Stage

Our talented Year 10 GCSE Drama students recently had the opportunity to attend a live performance at Hull Truck Theatre, watching the powerful and heartwarming production *To Have and to Hold*.

Set against the backdrop of family life in Hull, the play featured an acclaimed cast including soap stars Paula Wilcox and Ian Bartholomew. The thought-provoking comedy resonated strongly with our students, reinforcing the vital message about the importance of spending time with loved ones.

We were incredibly proud to hear that members of the public praised our students for their exemplary behaviour and impeccable manners throughout the trip — a true credit to the school.

Back on home ground, our Drama students stepped

into the spotlight themselves, showcasing their GCSE examination pieces to a full theatre of over 100 audience members, including family and friends. Each performance was devised specifically for a Year 5/6 audience, aiming to educate younger students on a range of important topics chosen by the performers themselves. The evening was filled with creativity and powerful storytelling.

Having worked on these pieces since last September, many students achieved outstanding results, a testament to their hard work and dedication. Next, they'll take their performances to local primary schools, before beginning the next exciting phase of their GCSE journey — their Year 11 component.

We couldn't be prouder of the maturity, creativity, and passion our students continue to display both on stage and in the wider community.

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Shaping Positive Futures– Careers

Last week in assemblies, our focus turned to Careers, encouraging students to reflect on their aspirations and explore the many options available for their future.

Students in Years 7 and 8 had the opportunity to meet with Mrs Scaife, our Careers Leader, who guided them through the typical student career journey, highlighting the various pathways they can pursue and the events and experiences they can look forward to throughout their time at Wolfreton.

In Years 9 and 10, we welcomed guest speakers from Hull College and Bishop Burton College. While many of our students go on to thrive in our Sixth Form, others choose to explore vocational pathways post-16, and these two local providers remain popular choices for further education.

Year 12 met with Mrs Iversen to help prepare for their 1-1 careers interviews which will commence shortly. It was a valuable week full of insight, inspiration, and planning for the future.

As a Trust, our vision is 'Shaping Positive Futures'; our careers team and careers provision play a crucial role in preparing students for life beyond Wolfreton!



Attendance Matters at Wolfreton

Are you getting enough sleep?

For secondary school students, getting enough quality sleep can make a real difference in attendance, mental wellbeing, and academic outcomes.

According to the government's mental health framework, good-quality sleep is a key protective factor for mental health and wellbeing. Poor sleep can lead to low mood, anxiety, and difficulty concentrating, all of which can make attending school and keeping up with work more challenging.

Regular school attendance is strongly linked to better educational and health outcomes. The Department for

Education highlights that consistent attendance leads to improved academic achievement and socio-economic prospects.

While multiple factors contribute to absenteeism, including mental health challenges and socio-economic issues, poor sleep can exacerbate these problems, making it harder for students to engage fully in school life.

By prioritising sleep, students can boost their mood, focus, and energy, leading to better attendance and stronger academic performance.

Please reach out to the attendance team if you need any support to help your child attend school.

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Bingo—Peru Fundraiser Event

Our recent Bingo Night was a fantastic success, drawing in a crowd of enthusiastic players all eager to win exciting prizes—including beauty sets, chocolate hampers, vouchers, and even a free MOT!

A huge thank you goes to our amazing Peru fundraisers, who truly embodied respect, endeavour, and excellence throughout the evening. From providing refreshments and securing prize donations to confidently calling out the numbers, their efforts were key to the night's success.

We're proud to announce that the event raised a grand total of **£500.80** toward the Peru trip!

Next up: Car Wash Fundraiser!

Mark your calendars—our next fundraising event is a **Car Wash on 3 June 2025**. Keep an eye out for more details soon, and come along to support the cause (and get your car sparkling clean)!



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Year 7 Cricket Tournament

The Year 7 cricket team recently took part in the East Riding Schools Cricket Tournament, held at the local Cottingham Cricket Club, with eight schools competing for a place in the final. Divided into two groups of four, the top two schools from each group progressed to the semi-finals.

Miss Garnier reported that our team showed fantastic determination and teamwork throughout, with their cricketing skills improving game by game. They remained unbeaten in all three of their group matches, topping their group and securing a place in the semi-finals.

The semi-final saw them face local rivals South Hunsley in what turned out to be a thrilling and hard-fought contest. Both teams displayed incredible batting, bowling, and fielding, making for a memorable match. It all came down to the final over, with South Hunsley narrowly clinching victory by just 4 runs.

Although the boys fell just short of the final, their performance was outstanding and they should be very proud.

We wish the best of luck to those continuing on to the final in the coming weeks!

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Curriculum Corner

Preparing for KS3 End of Year Exams

As we approach the end-of-year assessments for Years 7, 8 and 9, we want to ensure that all our students feel well-prepared and confident. To support their independent revision, your child will be coming home with a Knowledge Booklet containing subject specific Knowledge Organisers. These documents are specifically designed for revisiting and revising content which students will be assessed on in their upcoming examinations. Teachers will give further guidance about topics to revise, and relevant page numbers for the Knowledge Booklet, in their lessons.

Knowledge Organisers are an excellent revision resource, summarising key facts, vocabulary, and concepts concisely. To support students in understanding how to use their Knowledge Organisers, your child will receive 'How to Revise ...' sessions in tutor time over the next two weeks. Students will be taught revision activities and techniques which they can complete independently, using the information provided in their Knowledge Booklet.

Below is a list of ways a Knowledge Organiser can be used to support revision:

Step 1

Identifying priority areas for revision. Students can 'RAG (Red/Amber/Green) rate' sections of knowledge for a subject in the Knowledge Organiser – anything that is rated Red should be revised first.

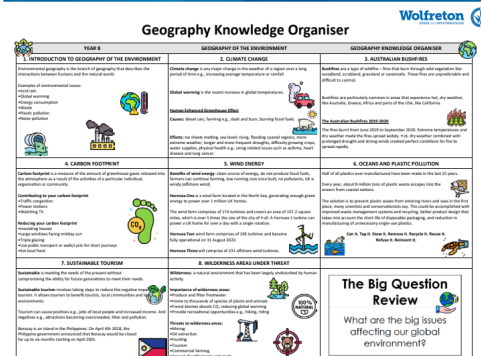
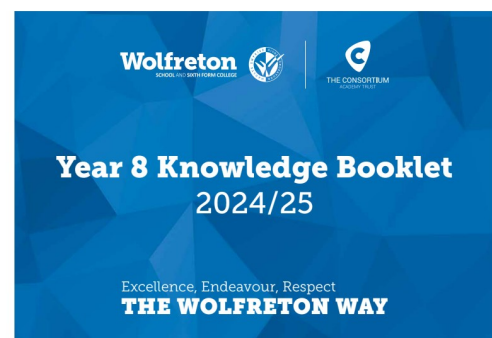
Step 2

Selecting an appropriate activity to revise the knowledge for the Knowledge Organiser – a mind map, a flow chart, a cause/consequence diagram, flashcards, writing a quiz, dual coding (summarising text and drawing images to help remember the information), comic strips, acrostic poems, RAMBAM (Read for A Minute, Bullet-point for a Minute).

Step 3

Checking whether the revision has worked – how much can the student remember? e.g Testing themselves or having family members quiz them on key points, having a go at practice exam questions, discussing and explaining key concepts to others.

To support revision at home, teachers will be setting revision activities for homework. Students will also receive a copy of the 'Effective Revision Techniques' document that can be found below along with templates of useful diagrams and activities.



A digital copy of the Knowledge Booklets can be accessed by clicking the following link [Study and Revision Skills - Wolfreton School and Sixth Form College](#)

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Curriculum Corner

Effective Revision Techniques



Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting texts
- Re-reading
- Summarising text



Flashcards

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.



Post its can be also useful for key words and timelines



How to use

There are a variety of ways to use flashcards in revision for the skills you need

Key Terms

Create for key words and terms



Causation

Create for the causes of events or progress



Judgments

Create an agree or disagree argument against a quote



Narrative

Create to show a narrative of events in order



Retrieval Practice

Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory

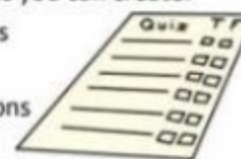
Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it's works!

Types

There are a number of types you can create:

- Multiple Choice Questions
- True or False
- Short Explanation Questions
- Odd One Out
- If this is the answer then what is the question



Transform It

Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

Timeline



Lotus diagram - make notes around the key topic



Venn Diagram



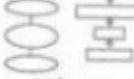
Sequential Thinking Model



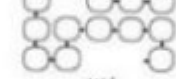
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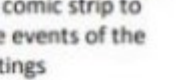
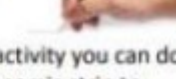
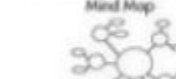
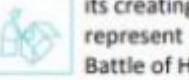
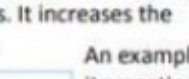
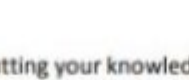
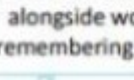
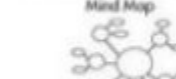
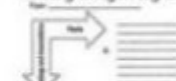
Gain



Sequential Thinking Model



Thinking of Right Angles



How to:

1. Look at your notes and visuals, compare these to the words.
2. Look at visuals, and explain in your own words what they mean
3. Take information that you are trying to learn, and draw visuals to go with it.



Dual Coding

Dual coding' is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it.



An example activity you can do is creating a comic strip to represent the events of the Battle of Hastings



House Points

Rewards earned by each House since the start of the year:



265,276



281,599



264,352



277,401



276,643

**Total House
Points
1,365,271**

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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 MENTAL HEALTH & WELLBEING APPS

WHAT ARE THE RISKS?

When looking at options for supporting a child's mental health, the sheer volume can be overwhelming. There are many wellbeing apps available, but unfortunately not all are trustworthy. It's important to evaluate which resources are suitable, reliable and effective. This guide lets you know what to consider before installing such an app, to determine just how useful it's going to be.

QUALITY & RELIABILITY

Mental health apps can be a useful starting point when looking for wellbeing advice and strategies and can be a useful extension to the in-person services available. However, they aren't a substitute. Information on the quality of some of these apps is scarce. They may look cute and child-friendly, but have they been designed by a mental health professional? Furthermore, do they have research to back up their content?

PLACE RESPONSIBILITY ON CHILDREN

Some apps add the words 'kids' or 'children' to their title or use cartoon icons to make them more appealing to young people. When signing up for some of these apps, some will speak to the parent directly, saying something along the lines of "Your child is good to go. Let them take it from here". It's important to remain involved in the child's mental health journey, so regular check-ins are recommended.

DISREGARDING APPROPRIATE SUPPORT

Young people who feel anxious and have trouble sleeping may download a mindfulness app to help. While this is a good strategy initially, it's not addressing the root of the problem. A child could simply try managing these symptoms themselves (as opposed to speaking out and seeking professional help), which could potentially worsen their anxiety in the long run.

LACK OF PERSONALISATION

Mental health or wellbeing apps are useful tools for the short term, teaching users several helpful habits to manage their condition – such as keeping an illness diary, improving nutrition and practising mindfulness exercises. As every person is unique – and children especially will grow and develop in different ways – these apps struggle to tailor themselves to users' individual needs. For example, many apps don't distinguish between the ages of users and can offer extremely generic advice.

DATA SECURITY

As with any other app – not just those for mental health and wellbeing – it's wise to check out the privacy policy before downloading it. Some of these applications may share data with third parties for numerous reasons (such as targeted advertisements), and if a user is sharing personal and sensitive information within the app, they probably don't want it ending up elsewhere without their consent.

IN-APP PURCHASES

Many apps will provide their most basic features for free but will require you to pay for other aspects – such as a more tailored experience or access to additional resources. This could be a one-off fee or a regular subscription. Consider whether this is actually required. Is it benefiting the child, or could they receive the same support from a medical professional?

Advice for Parents & Educators

CHECK THE CREDIBILITY OF THE APP

Before you download a mental health and wellbeing app, investigate the developers. Have they consulted with qualified mental health professionals to create their resource? Also check whether the app is affiliated with any government or mental health organisations, as these are solid indicators of legitimacy. Reviews can also be a useful signpost to the app's quality. There are many good apps out there, but there are just as many that miss the mark.

SEEK PROFESSIONAL SUPPORT

Trusted mental health and wellbeing apps designed by qualified, reputable organisations can be used alongside the personalised advice and support of fully trained professionals. These apps should never be considered a substitute for counselling or other tailored medical help. If you have real concerns about a child's mental wellbeing, you should seek appropriate advice from a suitable source, such as their GP – or Childline, who can be contacted by calling 0800 1111.

READ THE PRIVACY POLICY

Look into the app's terms of service – especially its privacy policy. Do so by yourself first, then go over it with the child who is considering using the app, to ensure they know what data will be collected and how exactly it will be used. Use all of this information to make an educated decision on whether or not to download that particular app.

ENCOURAGE OPEN COMMUNICATION

Mental health and wellbeing apps can be useful for writing down feelings, tracking your own health and other such activities. These can help if the problem is short-term and temporary – such as a child getting stressed about approaching exams – or if you're currently waiting for professional support. Nonetheless, it is important that children aren't solely reliant on the app and have a safe space to talk about their feelings and experiences in the real world.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing Internet use and sexting behaviour of young people in the UK, USA and Australia.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/mental-health-apps>



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Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 04.12.2024

Further information regarding popular platforms can be found by clicking here [Popular Apps](#)

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Online Safety
Shareable by



Masculinity

Understanding masculinity is key to comprehending how it can become negative. Masculinity is a term for qualities or behaviours that people associate with being a boy/man. Being strong and brave are examples of what society traditionally expects from men.

It is important to note that not all masculinity is toxic.

It is ok for boys and men to be strong and brave in healthy ways. However, it becomes an issue when some of these ideas of 'being a man' become more extreme.



Toxic Masculinity

The phrase 'toxic masculinity' refers to when the ideas of masculinity and 'being a man' become harmful and extreme. People who promote toxic masculinity believe to 'be a man' you must:

- ❗ **Never show any feelings or emotions:** This means being strong all the time, not crying or feeling sad – even if you are.
- ❗ **Be aggressive and tough:** You must always be ready to fight or be in charge, even if it hurts others.
- ❗ **Hide your weaknesses:** You can never ask for support/advice or admit you are wrong – that makes you vulnerable.
- ❗ **Think you are stronger and better than girls or women:** As a man or boy, you are automatically superior in all ways to women and girls - this is disrespectful and untrue.

Recently on social media, the more harmful extremist views of what defines masculinity have increased in popularity.



Core Messages of Toxic Masculinity

Young men can be influenced into these harmful communities through the promotion of ideals such as:

Advocating for Dominant Male/Submissive Female Roles - promoting exaggerated male characteristics like physical strength, focusing on the idea of the 'alpha male'. This is usually paired with the ideal that women are meant to be obedient and submissive to men.

Men's Rights - focusing on promoting 'men's rights', framing their content as a 'solution' to the increase of women's rights. This can seem relatable to young men who feel excluded by the equality movement, especially regarding feminism.

Emotional Engagement - claiming to empathise with the struggles that young men face such as exclusion, rejection or confusion about society's expectations. They often promise a future of wealth and relationships if their promoted lifestyle is followed. This makes content relatable for vulnerable young people while also giving them hope.



The buzz around Netflix's *Adolescence* sparks discussions on the impact of negative masculinity portrayals on young people.

The show highlights a growing concern: young males whilst online, are increasingly exposed to harmful, extremist views of what it is to be masculine. To address this, it's crucial to promote healthier models of masculinity, emphasising emotional expression, self-awareness, and helping young men critically engage with, rather than be unquestioningly influenced by, online content.

Signs a Child May Be Affected by Toxic Masculinity



Although valuing masculinity is not always toxic, it is important to be aware of the signs that a child may be influenced by extremist views.

- Withdrawal from friends/family
- Repressing emotions and rejecting support
- Low self-esteem and insecurity
- Speaking negatively about women (e.g., appearance, relationships)
- Excessive time spent on specific websites/apps
- Obsession with physical appearance

Top Tips for Having Supportive Conversations



Engage in conversations about:

- ✓ **Healthy relationships** and treating girls/women respectfully.
- ✓ **Healthy masculinity** and model emotional expression and self-awareness.
- ✓ **Use parental controls** on social media to monitor screen time and limit harmful content consumed.
- ✓ **Ensure** the young people in your care know who their trusted adults are, that they can confide in if they are anxious about content they find online.
- ✓ **Introduce** positive male role models who embody healthy masculinity.
- ✓ **Educate** the young people in your care about how they can critically evaluate online content.

Language and Symbols



Discriminatory language and harmful emojis used in extremist online communities play a role in creating a culture that normalises harmful views of masculinity.

- ❗ **Red pill** - A reference to the film *The Matrix*. If you are a 'red pill', you are 'waking up' to a 'reality' of the world being against you because women are in charge/only attractive men are successful.
- ❗ **Black pill** - This refers to accepting the belief that women choose sexual partners based on predetermined genetic features and a man cannot change this.
- ❗ **The 80 to 20 rule** - The belief that 80% of women are only attracted to 20% of men.
- ❗ **Kidney bean/coffee beans** - Used to call someone or self-identify as an incel (involuntary celibate).
- ❗ **Alphas and Betas** - Alphas are believed to be confident men who are leaders. Betas are believed to be submissive, weak men.

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Notices

Reminder from the Library

Any items purchased via Arbor such as revision guides/ties etc. can be collected from the Library at 3.00pm the following day.

Arbor

Please can parents/carers be reminded to give consent for their child to attend an after school club via the Arbor Parent Portal.

Advance Notice—Year 10 Parents

Please be aware when booking holidays, students may be invited to targeted revision sessions in Year 11. Whilst it is not possible to publish a calendar yet (as it is need led) we would recommend staying available for these.

Key dates

Friday 23 May ...School Closes for Half Term
Monday 2 June ...School Reopens

Have your contact details changed?

If you have changed any contact details such as home address, mobile number, email etc. these must be updated on the Arbor Parent Portal so we can ensure our system is up to date and can remain in contact with you.