

HEADMASTER'S WELCOME

The weather finally seems to be catching up with the season and our Third Year were away for their Outdoor Ed journey in kinder conditions than we've recently seen. I have to pay credit to all the pupils for their exemplary behaviour, which makes these trips so enriching and enjoyable for all concerned, and thank the staff who supported such an adventurous opportunity. The newsletter reports on a number of other trips and events that have taken place in the last week or so, from creative students on a trip to Teesside University, Fourth Year Historians to Durham, Second Year Eco Skills trips, Textiles Department to Newcastle and more.

One other trip to Durham saw our debating team beat all comers in this competition and leave as champions on the day - many congratulations to the team, who add to the year's successes in debating.

There is a report from the fantastic duologue competitions from last week, with a link to photos of these in our online galleries. The pupils produced two evenings of absorbing and enjoyable entertainment. Well done to all!

The First Year pupils were treated to a day off timetable in Interfaith Day this week, welcoming guests who shared their experiences and helped our pupils understand and learn more about different faith traditions. Thank you to Mrs Lodge for coordinating, to our guests for taking time to engage our pupils so meaningfully, and to the pupils for embracing the opportunity. A highly valuable experience for all.

We look forward to a range of exciting concerts, with a terrific line up on Sunday of Former Pupils

coming to share in a celebration to mark Mrs Staggs' huge contributions to music at Yarm over the years. We then have our wonderful Upper Sixth students in their last concert together on Monday and, next weekend, the Dovecote Festival with a range of exciting events across the whole weekend - I hope that many of our school community will come together to enjoy the music at one or more of these.

Dr Huw Williams



Debating Matters Durham 2024
Championship Winners!

LOWER SIXTH CREATIVES VISIT TEESSIDE UNIVERSITY



For some time Yarm School has been developing its partnerships with local universities, and of late Teesside University has been very keen to showcase its successes and offering. They are a regular visitor to our biennial Career Convention, as well as us having a strong link with Lynne Hugill in role in the School of Arts and Creative Industries (SACI). This week we were invited to visit the facilities on the campus and explore a diverse range of their creative opportunities offered by SACI. Students engaged in workshops on Film and Television, Fashion Design and Marketing, Graphic Design and Journalism. Teesside's globally recognised work in computer animation has long been known; fewer people may not know that last year The Guardian rated their Graphic Design course as the best in the country.

The students chose from a diverse list of workshops and were treated to highly personalised and dedicated staff, explaining the universities offering, but doing so more through

the example of engaging in practical and theoretical work and discussion. In Graphic Design students looked at classic examples of typography, dissecting these examples, before setting about their own attempts. They utilised risograph printing techniques, a vogueish method within industry at present. In Film and Television the students explored the nature and composition of film, looking at the storytelling techniques, approaches to film and sound, and then worked together creating their own storyboards. In the Fashion Design and Marketing workshop the students saw lots of impressive examples of current and former students, doing a deep dive into the new frontiers of technology within fashion, including the development of computer-generated models. Students were then able to use some of their Yarm-based work feeding it into computer software that generated digital realisations of their work.

The offering of the day was hugely generous of Teesside University and

we are immensely appreciative of their time, expertise and guidance. We very much look forward to future collaborations across a diverse range of departments and disciplines. My thanks for Mrs Gemma Thompson of the Art Department for helping to organise, deliver and accompany this experience.

For those pupils who want to know more about career opportunities in the creative arts and industries, they should speak to their teachers in Art, DT or Textiles or with the Career Ambassadors Ms Ashleigh Jackson for Creative Arts & Design or Mr Dan Spence for Architecture & Product Design.

Mr S Edwards



JUNIOR AND SENIOR DUOLOGUES

Last week saw superb talent on stage in our Junior, Intermediate and Senior Duologue competitions!

Congratulations to the winners:

Junior Winners - Shourjo & Vihaan who gave a fantastic performance from Blood Brothers

Intermediate Winners - Isaac & James who performed a moving scene from All My Sons

Senior Winners - Esther & Lauren who gave us a wonderful excerpt from Romeo and Juliet

A huge well done and thank you to everyone who took part in two memorable evenings of theatre.

More photos at: www.yarmschool.org/galleries



DEBATING MATTERS DURHAM 2024



On Thursday the 13th of June, six members of Yarm school's debate team took on the Debating Matters Durham 2024 championships in the Debating Chamber located at the heart of Durham. The team consisted of myself (Nila Baskar), Sophie Jewitt, Eleanor Madden, Apsara Naguleswaran, Gabriel Swati and Daniel Townsend; we were taken to the event by Mr Bridges, our debating guru.

The day started off with our first debate: "Should assisted-dying be legalised". Myself and Gabriel were in the opposition against Gosforth Academy. It was a tough debate but our teamwork and rebuttals bagged the first win of the day, gaining both the student and judges' vote. The judges appreciated our open body language and use of morals to support the sensitive topic. Following this victory, we had a brief lunch break before moving on to our next argument.

The next motion was "Corporate sponsorship is good for the arts" and Eleanor and Apsara were on the proposition against Durham Sixth Form Centre. This topic, despite the difficult questions from the judging panel, was handled very well by both of our team members, with the judges praising Eleanor's debating style for not relying heavily on a script and her sharp delivery of their closing statements in particular. The team also won the judges' votes, therefore we were able to advance to the finals.

Sophie and Dan were debating as the opposition in the finals against Durham Johnston School, with the motion "Populism is a threat to democracy". This was undoubtedly the most engaging debate of the day, with all of the teams eager to see which school would secure the win. Both sides had prepared incredibly, and our team, despite having the arguably more challenging side of the

debate, handled every question with confidence and commitment. Sophie's clever concluding statement: "Populism is not a threat to democracy, populism is democracy" created a lasting impression on the judges, as did their judicious use of statistics and awareness of prior populist parties.

Individual debaters received prizes before the announcement of this year's champions. Yarm excelled in this category, winning four individual awards. Eleanor and Sophie each earned an individual judge prize, Sophie received the commended individual award, and I received the highly commended individual award. But the day wasn't over just yet; the judges hadn't announced the overall winners, so the suspense in the chamber was still high. However, to our delight, our team won! After lots of photos and lovely prizes, it was safe to say that Yarm had had a successful debating experience at Durham, and we are grateful for all of the judges, competing students, and Mr Bridges/Mr Brash for making this happen. While this year is coming to an end, this is just the beginning of many wins to come for debate society 2024 so I hope to see many of you join us to be a part of this incredible journey next term.

Nila Baskar, Lower Sixth

INTERFAITH DAY - LETTERS OF REFLECTION



First Year took part in an Interfaith Day this week, with faith leaders representing Hinduism, Judaism, Christianity, Islam and Sikhism offering interactive sessions to our pupils. The pupils rotated round these sessions, asking insightful questions and fully engaging with each session. The letters of reflection show that the pupils were mature and respectful and learnt a lot from this experience.

Dear Ms Devi,
We thoroughly enjoyed your session about Hinduism and we learnt so much about this religion and the faith you follow. We have seen some of the traditional items of clothing, some music instruments and the various gods in this particular religion. We have taken a lot of knowledge from your session and have taken in some really interesting facts and information. The funnest part of your session is when you performed for us your beautiful singing with the colourful drum and the turban you gave to our classmates. We really appreciate you taking your time to teach us about



your beliefs.
Violet Mitchell and Amélie Kingsbury, First Year

Dear Mr Marks,
I really enjoyed your lesson today about Judaism - it was really interesting to have such a clear insight into what it is all about. I learnt a lot more than I thought I would about the clothes you wear, the food you eat and the different beliefs you follow. I found the holy books and scripts very interesting and the clothes that are worn for praying were so intricate. I would really like to know more about how Jews pray and worship God. My favourite part was learning about kosher laws and how kosher food is cooked and served. I found it really interesting how meat and milk must be separated at all times and should be separated even in the kitchen - plates, cutlery and utensils.

Beatrix Allcock, First Year

Dear Brother Khadim, Thank you so much for coming to our interfaith day; I really enjoyed what you had to



say. It really interested me because I didn't really know much about Islam before and I had also never seen a Muslim pray until then. The thing that most interested me was Mecca. I can't believe that so many people go here each year.

Beatrix Garcia Alvarez, First Year

Dear Mrs Ferguson,
Your lesson on Christianity was extremely insightful and helped me understand the religion more. I understand how religion influences lives and how it has developed over time. The different ways of practising Christianity display the rich culture of religion and how its complex messages through the Bible influence lives for the better. Your work at church has helped me understand the positive impacts of religion and how it brings peace and enjoyment to those who can not normally afford. The societal impact and enjoyment that Christianity brings to so many is heartwarming and truly displays the best of humankind.

Sam Edgar, First Year

INTERFAITH DAY (CONT.)

Dear Mr Singh,

I am writing to you to thank you for going in for our Interfaith day today. I found it fascinating to hear about such an amazing religion, and gave me a larger spectrum of view, beyond

the Abrahamic religions. I found it fascinating to hear about the rise of Sikhism and how and why it was created in India. This was most interesting because it explained a lot of my questions about Sikhism, being

one of the religions I knew least about, such as why your religious symbol had swords on it, yet how it was a peaceful religion with a large part of it about being charitable.

Dora Bonner, First Year



FORMER PUPIL VISITS THE GEOGRAPHY DEPARTMENT

Last Tuesday, former student Katherine Fox visited the Geography department to give a talk on her personal experiences while studying Sustainability and Environmental Management at the University of Leeds. Katie gave a brief introduction as to what the course entailed and some of the key modules she studied (before graduating this year). Many of the modules had strong links to geography studied at both A Level and GCSE level - such sustainability and the atmosphere/climate challenges. Katie's hard work throughout her time at Leeds allowed her to take part in many amazing programmes such as a year abroad to Canada in which she studied modules such as Indigenous studies and the Politics of Food and Eating while also

travelling to Mexico City to complete an academic research paper. The many opportunities that her course provided her allowed Katie to complete an internship for the Environment Agency investigating Coastal flood management and Biodiversity Net Gain schemes - where she recommended appropriate managerial responses to improve Environmental Net Gain data and created a Biodiversity Net Gain fact sheet to synthesise new British requirements for the Agency. Aside from Katie's course, her involvement in extracurricular activities such as the volleyball society at

Leeds University and optional field trips to Scotland and Mexico allowed her to make full use of the great opportunities that were provided to her! Katie has since secured an impressive job as part of a sustainable architectural firm - we wish her lots of luck and thank her for coming to talk to us!

Florrie Tompkins, Lower Sixth



FOURTH YEAR HISTORY HISTORIC ENVIRONMENT TRIP TO DURHAM

On Wednesday, 19th June, Fourth Year students went on a trip to Durham Cathedral to learn about the impact of the Norman Conquest on England. This visit was part of their GCSE History studies on the Historic Environment of Durham Cathedral.

The Learning and Engagement Team from Durham Cathedral led the tour. They took us around the Cathedral, explaining the importance of St Cuthbert and showing us the Norman

architectural changes as well as illustrating the various different influences on the architecture of the Cathedral. We learned why the Cathedral was built and how the Normans changed things compared to the Anglo-Saxon church.

We visited the shrines of St Cuthbert and the Venerable Bede and toured the St Cuthbert Museum. In the museum, we saw the coffin that held St Cuthbert's body when it was

moved around Northern England after his death. We also were given an in depth explanation of the Benedictine Monks who lived at the Cathedral and some of our pupils were even invited to take the monastic vows!

Following the Cathedral tour, the students enjoyed a walking tour of Durham, which included significant landmarks such as Elvet Bridge, the marketplace, and Durham Castle.

This segment of the trip illustrated the broader impact of the Norman Conquest on the city of Durham, highlighting how the conquest shaped both the religious and civic landscape of the region.

The trip was very educational and helped us understand more about the Norman Conquest and its effects on England.

Mr Tim Taylor



MAKING YOUR MIND UP...



Another Working Lunch for the Sixth Form (fabulously also attended by two keen younger pupils), and an opportunity for students of all disciplines to find out more and

facilitate informed choices!

We were delighted to welcome Elle Zientek, Student Recruitment Officer, from Lancaster University to give guidance on what to look at if / when choosing a University. Students gained an insight into rankings to reference, criteria to consider and the importance of weighing up a range of factors. After an in depth presentation she was happy to

answer questions and advise individual students on personal statements and other application related matters.

We are really grateful to Elle for taking the time to come to Yarm and support our Sixth Form, and I know that those in attendance have gained valuable human capital from forty-five minutes very well spent.

Miss C E Rhodes

GP SPEAKS TO STUDENTS ABOUT HER LIFE IN COMMUNITY MEDICINE

The after school enrichment lectures are designed to take the students a little off piste in their thinking. Our guest this week is the author of a fascinating book *The Heart of the Matter*, an account of a life working in community medicine as a GP.

Karen Hawes' background and childhood set her up for a life in healthcare; her parents worked as aid doctors overseas, with Karen joining them outside of term time. This clearly laid a bedrock of empathy and understanding, as well as developing quite exceptional communication skills.

Karen's day to day operates around her work as a GP. Our guest read from her recent publication, detailing in vivid detail the intensity of morning triage sessions, the multifarious challenges of community medicine, but also the satisfaction of being a part of finding solutions to people's challenges.

There was a good range of questions at the end exploring such topics as the nature of poverty and deprivation in the region, ways of improving communication skills, how to maintain a healthy work-life balance, amongst other topics.

A huge thank you to Kas Hawes for her time and insight in what proved to be a most illuminating session.

Mr S Edwards



"As a student who is interested in pursuing medicine myself, I was delighted to attend GP and Author Kas Hawes's enrichment lecture on Monday to discuss her new book, 'The Heart of the Matter'. I had listened to her [BBC radio interview](#) prior and was already interested in the busy but rewarding lifestyle of a GP. I loved her take on work/life balance and learning about how she kept herself occupied outside of working hours by writing this book and upcycling furniture as a side hobby. It was a positive talk reinforcing the work ethic and perseverance of NHS/healthcare professionals and encouraged us to join the world of medicine too."

Nila Baskar, Lower Sixth

"My eyes were truly opened to the reality and day-to-day life of a healthcare professional, after attending Kas Hawes' lecture on Monday. During her talk, Kas Hawes read to us a section of her book, 'The Heart of the Matter', which is written in a unique minute-by-minute manner that highlights how hectic and fast-paced the life of a GP can be. I too listened to her BBC radio interview and I was deeply interested in her path to medicine, and her take on how social factors like poverty and addiction can affect primary care."

I am very grateful to have had the experience to attend her talk, and expand my understanding of the life of a medic."

Ameen Khunda, Lower Sixth

TEXTILES TRIP TO NEWCASTLE

On Friday, the 14th of June, our Textiles class went on a market research trip to Newcastle where we all split off into groups to explore different shops and sections of shops. First, most of us headed to John Lewis to the haberdashery section taking pictures of all the variations of fabrics, zips, decorations and more, making notes of the prices and comparing these in store prices to those online. We then looked through many other shops taking pictures and noting down fabrics, fibres, costs and everything we could find. Many of us went to charity and vintage shops searching for sustainable

garments which best fit within our chosen context. After filling in a table of our clients wants and needs earlier we could look for garments which fit our clients requirements too. After meeting for lunch we explored many other shops and many of us went to Fenwick searching for clothing that matched the recent trends, and noting down trending colours,

fastenings, and fabrics focusing on ethics and sustainability too.

Throughout this amazing trip we thought about the 6Rs focusing on sustainability through our market research. Thank you so so much to Mrs Jackson and Mrs Wright for taking us.

Gracie Rhodes-Hildreth, Fourth Year



SECOND YEAR ECO SKILLS FIELDWORK

Over the course of two days, the Second Years went to Cod Beck to complete fieldwork to support topics we are studying in Biology and Geography. We completed a walk through the forest and moorland and stopped at various points to measure the temperature, soil acidity, soil moisture and light intensity investigating how these and the vegetation varied in different

environments. We tried out sampling techniques and completed a daisy count on a 5m by 5m area so we could calculate an average amount for an area of the land. The other half of the day we put our wellies on to do some measurements in the stream leading down to the reservoir. We measured the wetted perimeter, depth of the stream, velocity of the stream and investigated the sediment size and

roundness. Finally we carried out a kick sampling technique to find out about the biodiversity in the stream. The day gave us a chance to become familiar with a wide range of fieldwork equipment and an opportunity to apply concepts such as the Bradshaw model to the world around us.

Emma Scott, Yuhe Tian, Ellen Athey and Vidya Munipalle, Second Year



LIFE AFTER YARM...ECONOMICS & MANAGEMENT



In our third Working Lunch of the week (a record number?) we followed up our University trail of Leeds Beckett and Lancaster with Bristol.

We were delighted to welcome back Laura Hull (class of 23) for her second WL of the school year. This time Laura

was back for a more informal Q & A session with those members of the Lower Sixth who are keen to follow in her footsteps. Laura was happy to offer guidance on targeting an A* at A Level Economics (Seems like the 3 C's are key - Consolidation, Clustering and (listening to) CER!)

The main purpose of Laura's visit however was for her to share her experiences of applying for Economics related courses, choosing Universities, and studying E & M at Bristol. She is clearly enjoying and gaining much from her course and she was happy to answer many, many (a

plethora in fact) of questions from the keen Econs including Miss Rhodes, about the content of her course, the nature of modules, the degree of maths, Bristol as a University, and as a city, and how to maximise offer chances.

We are very grateful to Laura for taking time from her Summer break to support our Sixth Form and we hope she has a lovely time on her various Summer adventures. We look forward to welcoming her back in the future.

Miss C E Rhodes

"WHAT DO INVESTORS LOOK FOR?"

This was one of main questions posed in this week's FAME Working Lunch, when Venture Capitalist, Jonathan Gold came in to enlighten an audience of keen Lower Sixth and Fourth Year students. Mr Gold based his talk on his



twenty years of experience working on early stage and startup funds.

After exploring what he described as the "eight sources of finance" for early stage businesses, he proceeded to examine what Venture Capitalists really want covering to see in Business Plans and what entrepreneurs should ensure they do when seeking capital. An enlightening presentation based on personal wisdom, culminated in an opportunity for Q & A,

We are really grateful to Mr Gold for being so generous with his time.

Miss C E Rhodes

SPORTS WEEK AHEAD

The weeks ahead are now available online. You can [view them here](#).

MEET THE PURPLE SQUAD - THE NEW ECONBUS SUPPORT TEAM



Hello, my name is Finlay Carter and I am a newly appointed Chair for Business, within the EconBus Society. I study Maths, Business and Geography. These subjects tie nicely together towards a pathway within Economics or Business. This in itself inspired me to apply for this role. Furthermore, with only being at Yarm for a short period of time I feel like I haven't had much of an opportunity to represent the school and I think this would be a perfect opportunity for me to do so. As a Chairman, I would like to provide students with the opportunity to grow their confidence, by offering the chance to present talks on their own chosen topics, as well as expanding their knowledge on topics of personal interest which are not necessarily a part of the school curriculum, or even just to deepen understanding of the world today. After doing my A-Levels at Yarm, I plan to take the apprenticeship route, through an accountancy firm, such as Deloitte or PwC. Eventually I aspire to carry on at one of these huge firms and secure a higher role within the company.

This is new for me - getting to introduce myself as a new Chair of Economics for the EconBus Society in the newsletter is exciting, no pressure. I'm Harvey, studying Economics, Physics, Maths and Further Maths and I will without shame say I very much like (nearly) anything to do with Economics. I'm not blessed with the sophisticated eloquence of my fellow Chairs so I shall keep this brief: I'm more than happy to answer any questions and have a chat about anything Economics/Business (and probably anything else), I'm not under contract by Miss Rhodes to say anything in particular (I think) and so whatever I say will be my honest opinions, and I don't have any real plans for the future yet so if anyone is in that particular boat then don't worry you're definitely not alone



Hello, I am Sam Page, and I would like to introduce myself as one of the new Chairs of Economics for the school's EconBus Society. Currently, I am studying Economics, Chemistry, Maths, and Further Maths. I chose these subjects because they offer a broad foundation and provide access to a wide range of careers, especially in finance, which is an area I am particularly passionate about. My inspiration to become a Chair stemmed from the remarkable efforts of the previous Chairs. They created a unique society with weekly talks that were both informative and engaging. Their consistency and dedication encouraged me to apply for a leadership role. I was particularly impressed by how they managed to make every session interesting and relevant, and I would like to continue this into my year of being a Chair. As the Co-Chair of the Economics side, I am eager to bring a diverse range of talks to our society. My goal is to introduce topics that are not typically covered in the curriculum but are crucial for a well-rounded understanding of Economics. I believe that by exploring these topics, we can spark curiosity and encourage students to delve deeper into the subject. One of the areas I am particularly interested in is Behavioural Economics. Furthermore, I want to create an inclusive environment where everyone feels encouraged to participate and share their ideas. I would like to encourage any new Lower Sixth to participate in EconBus Soc and encourage them to give a talk. Looking beyond Yarm, I plan to pursue a degree or a degree apprenticeship in an economics or finance-related field at University.

MUSICAL DATES FOR YOUR DIARY!



YARM SCHOOL
EDUCATING FOR LIFE

UNITED THROUGH MUSIC
YARM ALUMNI
CONCERT
23RD
JUNE 2024

JOIN US FOR A CELEBRATION OF YARM
MUSIC AND SAY GOODBYE TO MRS STAGGS

UNITED THROUGH MUSIC CONCERT
TICKETS £5 : WWW.THEPAAONLINE.ORG/WHATS-ON/UNITED-THROUGH-MUSIC



**DOVECOTE
FESTIVAL
2024**

FRI 28th 'FOREVER YOUNG' - 6-7PM
'A SHANTY STROLL' - 7.15-8.45PM

SAT 29TH 'MEMENTO JUKE BOX' - 11-1PM

SUN 30TH 'JAZZ MASTERCLASS' - 10-12:30PM
'THE DOVECOTE CONCERT & BBQ' - 3.30-5PM

For details on all of these events go to www.yarmschool.org/dovecote24

MONEY FOR NOTHING

Money for Nothing was formed in 2000 as a tribute to one of the world's premier rock bands – Dire Straits.

The abundant energy and the excellence and musicality of their performance makes Money For Nothing a “must see” for any rock enthusiast or Dire Straits fan.

Tuesday 16th July, 7:30pm

[Book Online Here](#)



THE MANFREDS - HITS AND MORE IN '24

Following the huge success of their 60th anniversary tour in 2023, The Manfreds will be returning to Yarm.

They are considered one of the finest and most respected bands from the 1960's era. Their numerous hits were not just 'pop' songs, many were R&B based with an undercurrent of jazz – a very unusual but winning combination of playing style and substance.

Friday 20th September, 7:30pm

[Book Online Here](#)



ALED JONES - FULL CIRCLE

Prepare to hear Aled Jones as you've never heard him before.

He was the boy treble who captivated the world with his angelic voice. Selling over seven million albums, Aled was the original, classical crossover star. His recording of Walking in the Air, from the animated film The Snowman, firmly established him as a household name and he has become an integral part of the nation's festivities.

Friday 11th October, 7:30pm

[Book Online Here](#)



10 Top Tips for Parents and Educators

PROMOTING PHYSICAL WELLBEING

Physical activity isn't only beneficial for our bodies; it also plays a role in promoting mental wellbeing. With both the Euros and the Olympics this summer, it's an opportunity to engage young people in regular exercise which can reduce stress, improve mood and boost self-esteem. Despite these benefits, many children face barriers to participating in physical activity.

1 MAKE IT FUN



Incorporate activities that children enjoy, such as playing games or dancing. Encourage participation in team sports or group activities to foster social connections and a sense of belonging.

2 MIX MOVEMENT WITH LEARNING



Educational settings can incorporate movement breaks and physical activities to enhance focus, concentration and cognitive function. Embedding exercise into the curriculum can also reinforce learning and stimulate creativity. 'Revision walks' with podcasts and flashcards can benefit older learners.

3 CREATE OPPORTUNITIES



Provide clear chances for physical activity throughout the day, both indoors and outdoors. Schools can encourage active play during breaks and at lunchtimes, while limiting screen time at home can help keep children up and about.

4 PROVIDE POSITIVE REINFORCEMENT



Praise and encourage children for their efforts and achievements in physical activity. Recognise their progress and celebrate their successes to reinforce positive behaviours. Educators could do this in several ways, such as applauding their efforts at assemblies or celebrating their accomplishments in newsletters.

5 VARIETY IS KEY



Introduce a selection of physical activities to keep children engaged and prevent boredom. From swimming and cycling to yoga and martial arts, trying different types of exercise can help children to discover what they enjoy most.

6 ENJOYMENT OVER COMPETITION



Encourage children to focus on the enjoyment of physical activity rather than winning or achieving perfection. Emphasise effort, improvement and having fun rather than outcomes, to minimise the amount of stress that children can sometimes associate with sports and other competitions.

7 SET REALISTIC GOALS



Help children set achievable physical activity targets based on their interests, abilities and preferences. Celebrate their progress and successes to maintain motivation and enthusiasm.

8 MAKE IT ACCESSIBLE



Ensure that children have access to safe, suitable spaces for exercise at home, at school and in the community. Advocate for inclusive environments which accommodate diverse needs and abilities. Be a change maker in your community if facilities aren't already available.

9 LEAD BY EXAMPLE



Parents and carers can be positive role models by prioritising their own exercise and involving children in their fitness routines. Gentle walks, bike rides or sports activities can be wonderful opportunities for bonding and staying active together.

10 ENCOURAGE PERSISTENCE



Help children develop resilience and perseverance by encouraging them to overcome challenges and setbacks in physical activity. Teach them the importance of perseverance and the value of effort in achieving their goals.

Meet Our Expert

Adam Gillett is a learning and development specialist who, as well as working for Minds Ahead, is associate vice principal for personal development at a large secondary school in Bamsley. He was asked to be part of an expert research group for the Department for Education, one of only three school leaders to be asked to do so.



#WakeUpWednesday

The National College

Newsletter, 19.06.2024

As summer finally arrives, the end of the academic year is approaching and many families are thinking about **change** and **transition**. After the relaxation – we hope! – of the summer break, many young people will take their first steps into school, move up into the next stage of their education, or possibly move out of the family home for the first time.

Tooled Up can help to make these step changes easier for everyone in the family with a range of articles and activities all on the topic of transition.

All of the titles in our [list](#) of 20 books about starting school can help you talk to young children about the experience of going to school for the first time: what to expect, the grown-ups who will be helping them, the emotions they might experience and the new friends they could make

For children in the lower end of primary school, our “I’m Moving Up A Year” [activity](#) encourages children to think about how change makes them feel, what they’re excited about and what might make them feel a bit wobbly!

Primary to Secondary transition holds its own challenges. For children who have seven years in the routine and security of primary school behind them, moving to the much bigger, busier and more socially complex environment of secondary school can seem overwhelming. Listen to these [5 top tips](#) by Dr Kathy Weston on supporting primary to secondary transition, and remember that what we as parents are worried about might not be the same as what our children are worried about. The [Settling In Journal](#) can be completed during the first few weeks of secondary school to encourage good habits, celebrate positive steps and ask the right questions about their new setting.

For any family with school-age children, our [10 Things](#) every family should talk about before schools go back will allow you to address wobbles, set expectations and boundaries and help prepare children to pick up where they left off. If your children have finally reached the end of school and are preparing for university, read through these [tips](#) on supporting their transition to student life.

Of course, it isn’t just school that marks the different points of transition in family life. What about [tips](#) to support children as they welcome a new baby into their lives and become a sibling? Or, for one of the most challenging transitions for all the family, our [Moving House Checklist](#) to stop you from forgetting anything crucial in the big move?

Don't forget to follow us on social media to stay up-to-date with all of our latest updates and resources. Find us on [Facebook](#), [Instagram](#), [Twitter](#), and [LinkedIn](#).





20 Books About Starting School



Moving Up A Year Activity



Top 5 Tips on Transition



Settling In Journal



Things to Talk About Before School Returns



Supporting Your Child As They Start University



Welcoming A New Baby



Moving Home Checklist

Don't forget to follow us on social media to stay up-to-date with all of our latest updates and resources. Find us on [Facebook](#), [Instagram](#), [Twitter](#), and [LinkedIn](#).

