

# Trafalgar Newsletter

23<sup>rd</sup> September 2022

The new academic year is well and truly underway here at Trafalgar!

We held our Preparing for Year 11 event last week; it was great to see so many parents and students as we prepared for their year ahead. The bond between school and home to support students is so important, especially as students reach their final year.

We also have our Year 7 Parent and Tutor evening coming up next week. Details on how to book your appointments have been sent out via Class Charts, so be sure to book early to get the best time for you! This event is a great opportunity to meet and discuss how your child is settling in to Year 7 and we are so excited to be holding this event in person for the first time since 2019!

A quick reminder - if you have not yet signed up to our parent portal, Class Charts, please do so immediately as this will be our only method of communication this year. To get your personalised log in details please email [studentservices@trafalgarschool.org.uk](mailto:studentservices@trafalgarschool.org.uk).

In this edition we also have the return of our safeguarding section! This week features a helpful resource on harmful content on social media and what you can do to help discuss this with your child and support them in being safer online.

Take care and stay safe,

**Team Trafalgar**



## Key Dates

2022

**Thursday 29<sup>th</sup> September** - Year 7 Meet the Tutor Evening

**Tuesday 4<sup>th</sup> October** - PD Day 1 - Community

**Thursday 6<sup>th</sup> October** - Year 8, 9 & 10 Curriculum Evening

**Thursday 13<sup>th</sup> October** - Open Evening

**Friday 14<sup>th</sup> October** - 9:30am start for students

### **Make sure you have your blazer!**

Please make sure students have their blazers with them when they come to school. Students will be allowed to remove them in lesson, but will be expected to wear them around the rest of the site. Thank you for your support with this.



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# English Department Update

## Year 7

We would like to take this opportunity to welcome our lovely new Year 7s and congratulate them on settling in so well in the first weeks of term. We have started the year with a transition unit called 'Growing Up', which explores a range of fiction extracts from a broad range of literature, tying in nicely with their transition to senior school.

They have also completed their baseline assessment so that our team can identify and address any needs across teaching groups to ensure the solidifying of skills and knowledge from KS2. Well done Year 7 for such a positive start to Term 1!

## Year 8

Year 8 have begun this term with the study of the thought-provoking novel 'Noughts and Crosses', through which they will explore complex relationship dynamics. As well as exploring the language, characters and writer's choices as part of this unit, students will also have the chance to explore the themes of forbidden love (a key theme in some of our later GCSE texts) and participate in interesting philosophical discussions around this topic.

Also, in an exciting change this year, during DEAR time students have begun shared reading for pleasure. This term, beginning with the novel 'Holes', the students have already been showing lots of intellectual curiosity through their discussions and questions in class. Well done Year 8, we look forward to all the success you are going to have this year!

## Year 9

Year 9 have started the study of their first unit, 'Symbolic Representation' through the classic novel, 'Of Mice and Men'. Throughout the unit, students will be developing their reading skills, exploring how ideas are implied across a text through symbols used by a writer and how foreshadowing is embedded throughout. They will also be developing their skills of analysis through the unpicking of quotations from the text and linking implicit ideas to the contextual period of America's Great Depression.

Excitingly, we have also made our independent reading time at the start of the lesson more structured to ensure a wide breadth of reading throughout our KS3 curriculum, whereby all students will spend the first ten minutes of each lesson reading the same novel through a class reader approach. The text we will be reading this term is 'The Great Gatsby' set in the roaring 20's right before the Great Depression. This means that students can also see how much America changed when exploring the studied text, 'Of Mice and Men'.

## Year 10

During this half term, students will be studying for English Language Paper 2. The study of Paper 2 will be centred around the theme of Crime and Punishment where students will be exploring a range of non-fiction texts from both modern day and the 19th century and will be making comparative links between them. We will also be exploring the work of Charles Dickens and his article detailing a visit to Newgate Prison, whereby students will be making comparative links between the presentation of a 19th century and modern-day prison. As well as this, Year 10 will be reading articles about the notorious Kray twins and looking into the reasons why society idolise such figures, leading to larger questions and discussions about the effectiveness of the justice system in this country.

## Year 11

Year 11 have risen to the standards of their final year at Trafalgar and have shown real maturity and positivity in the early weeks of term. We have kick-started the year with some intense 'Romeo and Juliet' revision to solidify knowledge from their last unit of Year 10; this has also been the focus for their Speaking and Listening assessment whereby students will deliver a five-minute presentation arguing their point of view on a topic related to Shakespeare's 'Romeo and Juliet'. We have been very impressed by some of the work produced by our Year 11's and we wish them lots of luck as they prepare to deliver their speeches to a class audience!

# Activities Week 2023

Planning for Activities Week 2023 is already underway!

If your child is in Years 8-11, please use the Google Form below to share your feedback on last year.

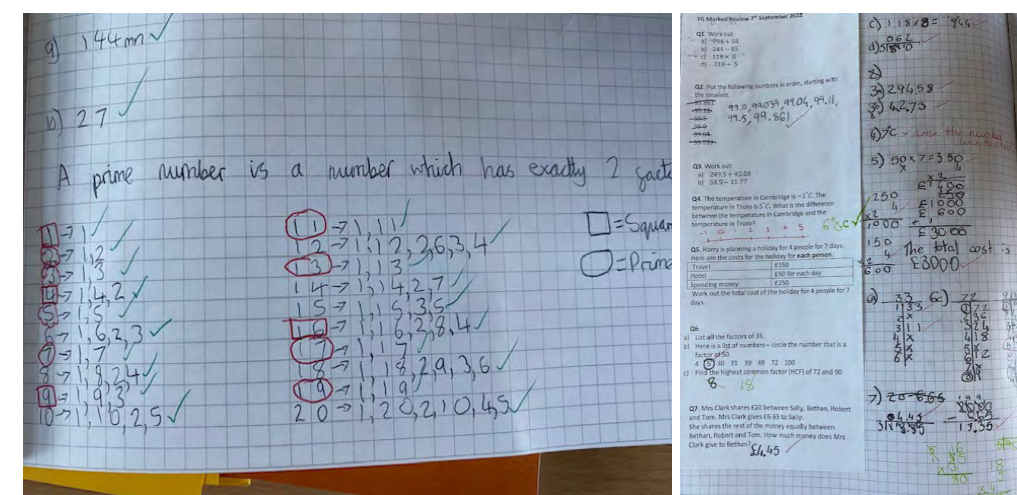
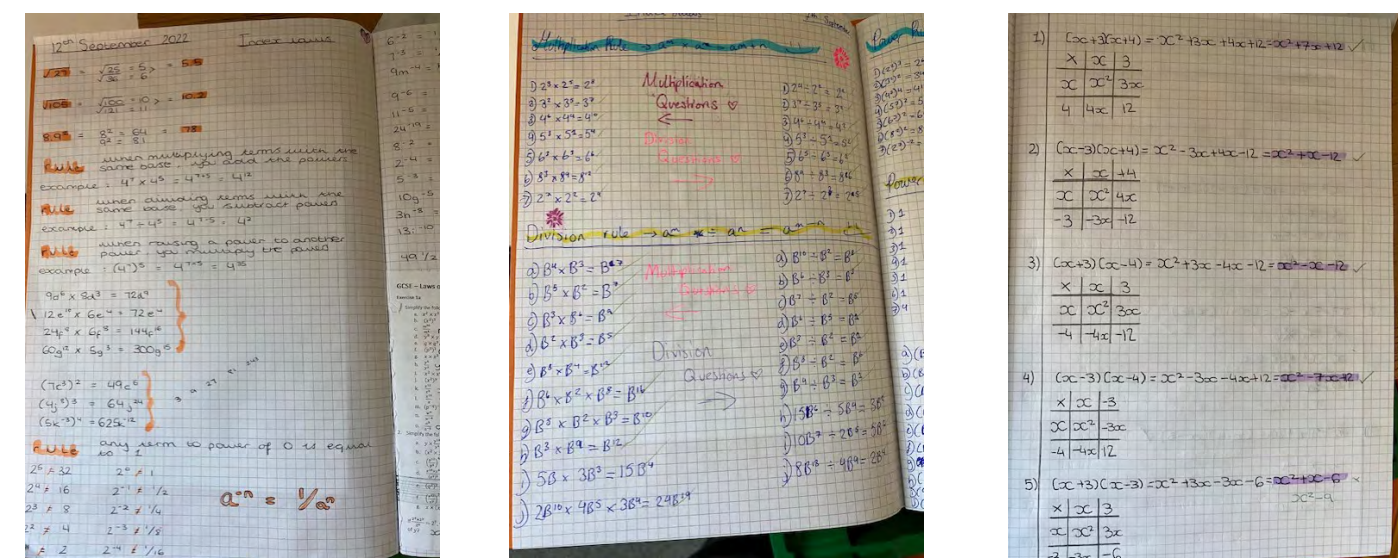
This feedback will be used to help us ensure next year is even better.

[Activities Week Parent Feedback Form.](#)



# Maths Department Update

Year 7 have made an excellent start to their maths lessons at Trafalgar School. They have been working on factors, multiples and primes.



Year 11 have returned with a superb attitude ready to start their final year of study. They have been working on using the laws of indices.



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# Reporting Harmful Content

## Leading by Example

Recent research has shown that children and young people are very unlikely to take action, such as reporting or flagging to the platform, when they see harmful content and behaviours online. So why is that?



### What Inappropriate Content Are Children and Young People Seeing Online?

Unfortunately, children and young people are likely to be the target of some types of inappropriate content and abusive behaviours that adults won't be. This includes grooming attempts, trolling, and cyberbullying from their classmates or peer group.

**REPORT**

### WHY DON'T CHILDREN AND YOUNG PEOPLE REPORT ONLINE ABUSE AND HARMFUL CONTENT?



#### Shame and Embarrassment

Becoming a target for bullying or online abuse can be a source of embarrassment for a child or young person as they may feel like they have done something wrong or that there's something 'wrong' with them.



If a child or young person has accidentally seen or been sent something that has sexual context, they may feel awkward discussing the subject matter.

#### Getting in Trouble

Children and young people could be concerned about their parents' reactions: will they be cross and think the child was looking at something online they shouldn't be?



They may also misunderstand the legalities around harmful illegal content and think they will be in trouble for simply viewing it. They may worry about the police or their school getting involved.

#### Built-up Tolerance and Acceptance

Unfortunately, children and young people may just be 'used to it' when it comes to seeing inappropriate and harmful content online. The prevalence at which they encounter this type of material or come across abusive content might mean that it's accepted as part of the normal experience of being online and just 'background noise' they block out.



#### Not Knowing What to Do

Every app, platform and website have their own processes for dealing with harmful content and a different interface for doing so.



Although many children and young people are very tech-savvy, this doesn't mean that they are all equipped with the knowledge of how to report or flag things online.

**HATE**

**STUPID**

Nearly 1/3 of children say they sometimes do nothing when they are upset or worried about something online.



22% of users said they did not take action as they didn't think that doing so would make a difference.



1/3 of 12-17-year-olds said that they knew how to use a reporting or flagging function but only 14% said they had used any of them.

**FAT**

**FAST FACTS**

The Online Nation Report 2022

**UGLY**

### ENCOURAGING CHILDREN AND YOUNG PEOPLE TO REPORT ONLINE ABUSE AND INAPPROPRIATE CONTENT

#### Talk and Listen!



Talking to a child or young person about how to stay safe online may help reduce the chances of them viewing inappropriate content or being susceptible to grooming etc. Build a relationship in which the child or young person in your care feels secure and confident to confide in you and openly discuss things that upset them.

Encourage conversations about online experiences, both good and bad.



Reassure them that simply reporting content won't get them in trouble nor will talking to you about something they've seen online that upsets them or makes them feel uncomfortable.



If your child does come to you to talk about something they've seen online, stay calm. Although you might be shocked or even angry at them for using a site or app you told them not to, having a strong emotional reaction may put them off coming to you again in the future.

#### Learn Together



Sit down with the child or young person in your care, learn how to do report, flag and block on each platform. Remember, lots of people are visual learners so have your phone or digital device handy so you can all see exactly where the buttons are on the actual platform.

#### Be An Example



One of the best things we can do to help children and young people stay safer online is to lead by example. Just like in the offline world, the children in your care look to the trusted adults around them for guidance on how to navigate, react and interact in this world.



Show and talk to the children in your care about what you do when you come across harmful content and bad online behaviour. This could be as simple as mentioning that you saw a bullying comment online, so you reported it to the platform.

If you're someone who usually scrolls past abusive or harmful content, ask yourself, 'would I want my or any child to see this?'.  
If the answer is no, take action!



[oursafetycentre.co.uk](https://www.oursafetycentre.co.uk)

Use our Safety Centre to learn together how to enable the most appropriate safety settings and use parental controls on apps and platforms that the child or young person in your care uses.

Online Safety Shareable by **INEQE** SAFEGUARDING GROUP [ineqe.com](https://ineqe.com)



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