

SELWOOD ACADEMY NEWSLETTER

12th June 2026 - Issue 15

DIARY DATES

- 16th June - Yr 6 Mendip Softball Cricket Championship (Wear PE Kit. Normal school hours)
- 17th June - Mendip Residential Info Evening 5pm-6pm (School Hall. Medication drop off)
- 18th June - Careers Day (Wear PE Kit/Leavers hoodies)
- 19th June - Sports Day (Wear PE Kit/Leavers hoodies and optional money for ice cream. Parents welcome to attend)
- 23rd June - Yr 3 Taster Day
- 23rd June - Yr 5 College Visit
- 24th June - Yr 3 Taster Day
- 25th June - Yr 5 French Breakfast
- 1st July - Transition Day
- 3rd July - Yr 8 Thorpe Park Trip (Meet at bus loop 7:20am. Approx arrival time back to school 8pm. Leavers hoodies permitted)
- 6th July - 8th July - Yr 6 Mendip Trip 6M, 6L, 6F, 6E (x5) (Drop off/collection usual time)
- 8th July - 10th July - Yr 6 Mendip Trip 6R, 6S, 6W, 6E (x16) (Drop off/collection usual time)
- 7th July - Yr 5 College Trip
- 10th July - Yr 8 Prom (Frome Rugby Club 7pm - 10pm)
- 15th July - Reports Home
- 15th July - Awards Afternoon
- 15th July - Summer Arts Festival 5pm - 7pm
- 16th July - Leavers Service
- 17th July - Last Day - Early Finish 12:05pm (Leavers Hoodies permitted)

PAYMENT DEADLINES

Please see ParentPay for amounts due.

- 29th June - Ski Trip 2027 Instalment 2
- 29th June - KS3 Geography Trip to Sicily
Final Balance
- 17th July - Year 5 Swimming
Contribution

Lunch Account Balances

If your child is leaving Selwood Academy at the end of this term, please log in to ParentPay to check for any remaining balance on their lunch account.

We recommend that any outstanding balance is used before your child's final day, as funds cannot be transferred to their new school. Alternatively, balances can be transferred to a sibling or relative currently attending Selwood Academy (this does not include new starters in September).

To request a transfer, please contact the school by Friday 10 July 2026. Requests received after this date may not be processed. If you need any further information, please email the school.

SELWOOD ACADEMY, BERKLEY ROAD, FROME, BA11 2EF 01373 462798

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IMPORTANT INFORMATION

Frome Education Structures Consultation - Have Your Say

The second consultation on the proposed move from a three-tier to a two-tier school system in the Frome area is now open.

Earlier this year, more than 800 people responded to the initial consultation. Of those, 71% supported exploring a two-tier system further, 22% preferred to retain the current three-tier model, and 7% were unsure. In response, local Multi-Academy Trusts and Somerset Local Authority have developed a detailed proposal outlining what a two-tier system could look like for each school. The proposal aims to ensure every community retains a local school, enhance provision for vulnerable pupils, and expand secondary and post-16 opportunities. Another public information event will take place on **17th June**, where representatives from the Trusts, Local Authority and schools will be available to answer questions and discuss the proposals in more detail.

If you support the move to a two-tier system, we encourage you to take part in the consultation and make your views known. We encourage all parents and carers to read the consultation documents, attend the event if possible, and share their views whether in support of, or in response to, the proposal. All feedback will be carefully considered once the consultation closes.

<https://sومersetcouncil.citizenspace.com/childrens-services/frome-education-structures-consultation-part-2/>



School Photography and Image Use

As a school, we are currently reviewing and updating our approach to the use of photographs and images in order to further strengthen our safeguarding practices and online safety.

Going forward, we will place greater emphasis on safer styles of visual storytelling. This will include, where appropriate, photographs taken from behind or over-the-shoulder, images of hands-on learning activities, wider school environment shots, staff-led content, and general scenes where pupils are not clearly identifiable. We will also make greater use of graphics and text-based celebration posts.

We will avoid, wherever possible, the use of clearly identifiable, front-facing images of pupils when these are not essential to the purpose of the communication.

While we recognise that it is not possible to remove all risk in the online environment, we believe these changes represent a more thoughtful and considered approach to the images we capture, select, and share.

For school trips, we will continue to take a range of photographs for internal sharing with parents and carers, as we understand how valuable it is to see pupils participating in activities. However, these images will not be shared publicly online. We also kindly remind parents that any images shared directly should not be posted on social media.

This is an evolving area of practice, and we will continue to review our approach as we develop it further.

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UPCOMING EVENTS

Year 8 Leavers Hoodies

The Year 8 Leavers Hoodies will be given to pupils on Monday 15th June. Please be aware that pupils will only be allowed to wear these on the below dates:



Thursday 18th June - Careers Day
Friday 19th June - Sports Day
Friday 3rd July - Thorpe Park
Friday 17th July - Final Day of the Year

Mendip Trip Parents Information Evening

The rescheduled Mendip Trip Parents' Information Evening will take place on **17th June** from **5:00pm-6:00pm** in the Main School Hall. Any medication required for the trip can be handed in at this time.

Careers Day

We are looking forward to our Careers Day on **Thursday 18th June**. Pupils should come to school wearing their PE kit to ensure they can take part comfortably in all activities throughout the day.

The timetable will be adjusted, with break at 11:30am and lunch at 12:40pm. Pupils will take part in six engaging sessions led by a range of visiting professionals, who will share their career journeys, experiences and insights into different industries.

We hope the day will be both inspiring and educational, helping pupils explore the many exciting opportunities available to them in the future.

SCHOOL NEWS

Battlefields 2027 - Current Year 7 Pupils

The Battlefields 2027 trip is officially launching, and we are excited to invite our current Year 7 pupils to be part of this memorable experience!

Reminder: Please complete the Google Form by **Monday 15th June** and ensure deposit payments are made by **6th July**.

We encourage families to secure their place as soon as possible for what promises to be an unforgettable educational journey.

Google Form: <https://forms.gle/wTKrReRjZvwnsynE9>

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SCHOOL NEWS

Whole School Photograph



The 2026 Whole School Photograph is now available to view and purchase through Tempest Photography.

Parents and carers can view and order their photograph from their emails.

Please remember to include your child's full name when placing your order to assist with distribution. All orders will be delivered directly to the school and distributed to pupils.

To avoid postage and packaging charges, orders should be placed within two weeks.

If you require any assistance, please contact Tempest Photography on 01736 752411:

Option 3 - Place an Order (P&P charges apply)

Option 5 - Customer Services

Year 5 Bible Presentation



Thank you to Mr Short from Clink Evangelical Church, who kindly gifted each Year 5 pupil their own Bible to celebrate the final term of their first year at Selwood. The pupils were delighted to receive this special keepsake.

Shrek-tacular Success for Our Stars!

Congratulations to Roxie, Maddie and Amelia, who spent their half-term performing in Shrek the Musical at the Athenaeum in Warminster. Despite the heat, they worked incredibly hard, mastering multiple roles, quick costume changes, songs, dances and lines. Their dedication paid off as the production received standing ovations at every performance. Well done on being part of such a fantastic show!



Podcast Success

We are delighted to announce that Selwood Academy won the Somerset Schools Public Vote by an overwhelming margin for our Active Bystanding podcast.

The project encouraged students across Somerset to explore how they can help keep themselves and others safe by becoming active bystanders. With over 40 entries submitted, this achievement reflects the creativity, knowledge, and dedication of our students, whose podcast stood out among strong competition from across the county.

We are incredibly proud of everyone involved and would like to thank Collaborate Digital for providing such a valuable opportunity for students to share their learning and voices.

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SCHOOL NEWS

Year 6 Life Education Workshops

Our Year 6 pupils recently took part in Life Education workshops, exploring physical health, mental wellbeing, healthy lifestyles, and positive relationships. Through engaging activities and discussions, they learned valuable skills to support their wellbeing, friendships, and future learning.

History & Geography - Term 6

JOURNEYS THROUGH TIME: FOUR ERAS OF HISTORY

- YEAR 5: THE MAGNA CARTA & MEDIEVAL KINGS**
King John, unwillingly of Karmymede in 1215
King John signs Magna Carta (1215)
LimbarKing's power
Henry III
Edward I (Longshanks)
"The Princes in the Tower"
- YEAR 6: BLACK PEOPLE AT TUDOR COURT**
The diverse Tudor Court: A permanent presence
musicians, craftspeople, and courtiers like John Blanke (c. 1507)
- YEAR 7: BRITAIN & EMPIRE: BRITAIN AND INDIA**
Seeking resources, trade, & power (spices, cotton, indigo)
The East India Company (EIC)
Colonial rule, trade, and cultural exchange
Years 1: Motivations for Empire & British India
British East India Company
India & the British Empire
- YEAR 8: KEY EVENTS OF THE SECOND WORLD WAR**
Blitzkrieg (Lightning War)
The Blitz (1940-1941)
Turning Points
Battle of Stalingrad (1942-43)
D-Day Landings (1944)
1939 - 1945: Turning points, The Blitz, Global Conflict

YEAR 5
Y5 have continued to learn about the UK and have been working on their team work and memorisation skills. We will move onto a physical Geography topic all about rivers.

YEAR 6
Y6 have been focussing on the variety of life in our oceans. They will also learn about Climate Change and find out what they can do to make a difference to planet Earth.

YEAR 7
Y7 are learning about weather and climate. We have reviewed the water cycle and are in the process of learning why it rains and the three types of rainfall. We will also be learning how to construct and interpret a climate graph. Their termly homework project is to make a biome box of their choice and to give a short talk on it.

YEAR 8
Y8 have discovered why oceans are so important to us and why they are at risk. They will be learning about the 4 main marine ecosystems, their value, what species live there and their incredible adaptations before looking at plastics.

Deep-sea hydrothermal vent, Kelp forest, Cold-water coral reef, Mangrove swamp

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CAREERS SPOTLIGHT



Chef



What do they do?

Chefs prepare, cook, and present food for customers in a variety of settings, including restaurants, hotels, cafés, schools, hospitals, and catering companies. They create menus, develop new recipes, and ensure that all food is prepared to a high standard. Chefs are responsible for making sure meals are both delicious and safe to eat while meeting dietary requirements and customer preferences.



Key skills needed:

Chefs need strong cooking skills, creativity, and a passion for food. They must be organised and able to manage their time effectively, especially during busy periods. Good teamwork and communication skills are important because chefs work closely with other kitchen staff. Attention to detail is essential when preparing and presenting food, and chefs must be able to stay calm and work efficiently under pressure.

What do they do day to day?

A chef's day often begins with planning and preparing ingredients for service. They may chop vegetables, prepare sauces, marinate meats, and organise workstations. Throughout the day, chefs cook and present dishes, monitor food quality, follow health and safety regulations, and ensure the kitchen remains clean and hygienic. They may also check stock levels, order supplies, train junior staff, and work with managers to plan menus and special dishes. During busy meal times, chefs must work quickly and accurately to ensure customers receive their meals on time.



How do you become one?



There are several routes into becoming a chef in the UK. Many people start by taking courses in catering and hospitality at college, while others complete chef apprenticeships that combine practical work with training. Some begin as kitchen assistants or kitchen porters and work their way up by gaining experience. Qualifications can be useful, but employers often value practical skills, dedication, and a willingness to learn. As chefs gain experience, they can progress to roles such as Sous Chef, Head Chef, or even open their own restaurant.

Why is this job important?

Chefs play a vital role in providing safe, nutritious, and enjoyable food for people every day. They help businesses in the hospitality industry succeed and contribute to local economies by attracting customers and visitors. In schools, hospitals, and care homes, chefs help ensure people receive healthy meals that support their wellbeing. Their creativity and skills also allow them to introduce new flavours, cuisines, and dining experiences, making food an important part of culture and everyday life.

SAVE THE DATE!

SELWOOD ACADEMY
ANGLICAN/METHODIST FOUNDATION SCHOOL

CREATIVE ARTS FESTIVAL

WEDNESDAY 15TH JULY

5PM - 7PM

3 STAGES FEATURING

- **MUSIC**
- **DANCE**
- **SHAKESPEARE & KS2 DRAMA GROUP**

ART GALLERY



**THE PTA WILL BE
PUTTING ON A BBQ
SO BRING CASH!**

**COME ALONG, ENJOY THE SHOWS
AND CELEBRATE CREATIVITY TOGETHER!**



Develop core hockey skills in a fun, supportive environment

Sportfit Coaching Services

HOCKEY SKILLS

CAMP

For children aged 6-11 years
Led by an England Ladies Coach, ensuring high-quality coaching with small groups and low player-to-coach ratios

Frome Leisure Centre

Princess Anne Road, Frome, BA11 2SA

20TH JUNE
26TH JULY
29TH AUGUST
10:00AM - 12:00PM



£20 per session

Special Offer: Book all three sessions for £50!

For more information or to book, contact: Katie@sportfitcoachingservices.co.uk
www.sportfitcoachingservices.com

The sessions are suitable for players who wish to learn new skills or further develop their existing abilities.



Youth Mental Health Training Online Course



Through Public Health funding we are pleased to offer **FREE Youth Mental Health Training** for Somerset schools and the wider children and young people's workforce. These courses are certificated and delivered by MHFA England accredited trainers.

Course Structure:

- Some of the common mental health issues affecting young people, including depression, anxiety, eating disorders and psychosis
- Skills to work more effectively with young people living with mental health issues
- Ways to support young people with a mental health issue and relate to their experiences



Course details:
1/2day online
Wednesday 24th June 2026
09:30 - 12:30pm

Led by:
**Belinda Heaven (MHFA
Trainer)**

For more information:

<https://mhfaengland.org/course-booking-form/?id=6fcdf048-4bea-f011-8544-7c1e52faa95e>

This CPD is fully funded and offered free of charge.

Places are therefore limited to 2 per setting.

Non-attendance or cancellation made 14 days or less before the training date will be subject to a £60.00 booking fee.



Email: officespts@fiveways.school

Phone: 01935 411384



What Parents & Educators Need to Know about ALLERGIES & ANAPHYLAXIS

An allergy is an overreaction of the immune system to a food or substance that's usually harmless. Symptoms can be mild, but for some people they can be very serious. This is known as anaphylaxis.

HOW TO SAY ANAPHYLAXIS: ANA-FIL-AX-IS

ALLERGIES AND ANAPHYLAXIS

- Mild allergy symptoms are treated with antihistamines.
- Anaphylaxis is treated with adrenaline, which is administered via an adrenaline device, injected into the outer upper thigh or using a nasal device.
- Anaphylaxis is a medical emergency and a threat to life.



WHAT ADRENALINE DOES

Adrenaline reduces swelling, opens the patient's airways and raises their blood pressure. Patients must go to hospital for monitoring, as the reaction could return.



TWO DOSES:
0.15 mg or 0.3 mg

ANAPHYLAXIS SYMPTOMS

AIRWAY

Symptoms include swelling in the throat, tongue or upper airways; tightening of the throat; a hoarse voice; and difficulty swallowing.



BREATHING

Symptoms include persistent cough; sudden onset of wheezing; breathing difficulty; and noisy breathing.



CIRCULATION

Symptoms include pale and clammy skin; dizziness; feeling faint; sudden sleepiness; tiredness; confusion; and loss of consciousness.



In extreme cases of anaphylaxis, there could be a dramatic fall in the patient's blood pressure. The patient may become weak and floppy, and have a sense of something terrible happening. Any of the ABC symptoms listed above may lead to collapse and unconsciousness and, on rare occasions, be fatal.

TOP 14 FOOD ALLERGENS:

(However, be aware people can be allergic to anything.)



CELERY



FISH



CRUSTACEANS



EGGS



MILK



SOYA



LUPIN



CEREALS



TREE NUTS



SESAME



MUSTARD



MOLLUSCS



PEANUTS



SULPHITES

NON-FOOD ALLERGENS:



POLLEN



PET HAIR/DANDER



INSECT VENOM



MEDICATION/DRUGS

LINKS TO FURTHER RESOURCES - Scan the QR codes to find out more



AllergyWise®



EpiPen



Jext



ADRENALINE AND AADs

Meet Our Expert

Anaphylaxis UK is the only UK-wide charity operating solely for the growing numbers of people at risk of serious allergic reactions and anaphylaxis. While there's no treatment or cure for anaphylaxis, we believe that by providing information, training and support, there's a brighter future for people living with serious allergies.



The National College®

10 Top Tips for Parents and Educators

BUILDING SCHOOL-READY LANGUAGE SKILLS

Oral language is fundamental to children's learning, literacy, and social and emotional development, with long-term impacts. As language develops rapidly between the ages of three and six, early, evidence-based support is essential. This guide offers practical ways to help the children in your care become confident communicators, including through proven approaches such as the DfE-funded NELI programmes available to settings in England.

1 BUILD ORAL LANGUAGE

Support children to use language, not just hear it. Give them the time to talk, respond, ask questions, and share their ideas. Everyday conversations, shared activities, and reading together help children practise both speaking and listening. At nursery or school, programmes such as NELI can help build their vocabulary, storytelling, attention, and listening skills, helping children grow in confidence as communicators.

2 SUPPORT LISTENING SKILLS

Help children to listen and follow simple instructions during everyday routines. Break instructions down into short, manageable steps and check their understanding. For example, say, "Please put your coat on," rather than giving them several instructions at once. Strong listening skills support learning, attention, and participation at school.

3 GROW THEIR VOCABULARY

Talk with children about the world around them, naming objects, actions, and feelings. Use a wide range of words during everyday activities such as shopping, cooking, and playing. Repeating and explaining new words help children understand and use vocabulary more confidently, supporting their comprehension and communication.

4 SHARE STORIES TOGETHER

Read storybooks together regularly and talk about characters, events, and illustrations. Ask simple questions such as "What's happening here?" and validate children's responses with positive feedback. Acting out stories together, asking open questions, and giving children the chance to be the storyteller can all support their narrative skills and confidence.

5 NAME DIFFERENT FEELINGS

Help children learn to express themselves by talking about different feelings and naming them clearly, such as happy, sad, or angry. Visuals and role play can support their understanding of this. Being able to express their feelings verbally helps children build positive relationships with adults and peers, reduces frustration, and supports their social development as they prepare for school.

6 WORK WITH SETTINGS

Strong communication between home and the nursery, school, or early years setting can help children feel more confident and supported. Parents can visit the setting with their child before they start, helping them become familiar with the environment and key adults. Educators can share relevant information with families and colleagues, so each child's needs are understood. Newsletters can also help families continue language learning at home.

7 SPOT LANGUAGE NEEDS

Children develop their language and communication skills at different rates, so early conversations between home and settings are important. If parents have concerns, they should speak to their child's nursery, school, or early years setting. Educators can use tools such as LanguageScreen, included in the NELI programmes, to build a profile of a child's speaking and listening skills and help identify suitable support.

8 EVIDENCE-BASED SUPPORT

Prioritise language and literacy approaches that are underpinned by robust research evidence. Evidence-based programmes help ensure children receive support that is more likely to make a meaningful difference. The Education Endowment Foundation (EEF) provides guidance on the strength of evidence behind different strategies, supporting informed decision-making and effective use of school time and resources.

9 MEET INDIVIDUAL NEEDS

Settings can use evidence-based assessment tools to understand children's language skills and identify where support may be needed. These tools support SEND reforms, and strengthen whole-setting language development, helping children receive support that reflects their individual communication needs.

10 TAKE PART IN RESEARCH

Research trials can give schools, early years settings, and families a valuable opportunity to contribute to evidence construction and future policy. Parents may be asked to give consent, share feedback, or support activities at home, while educators help deliver and monitor approaches in practice. The EEF often has trials that settings can join, including whole-class oral language programmes designed to support children's communication development.

Meet Our Expert

OxEd is a University of Oxford spinout company specialising in early language and literacy assessment and intervention. They are the delivery team for the Nuffield Early Language Intervention (NELI) programme in reception, funded by the Department for Education for schools in England, and for NELI Preschool, which supports nurseries to strengthen children's early language development through evidence-based practice.



#WakeUpWednesday

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