

# SELWOOD ACADEMY NEWSLETTER



## DIARY DATES

- 2nd February - Year 5 Church visits
- 4<sup>th</sup> Feb - Sicily Parent Info Evening 5pm - 6pm
- 5<sup>th</sup> Feb - Year 6 Parents Evening - online
- 7<sup>th</sup> Feb - 13<sup>th</sup> Feb - Ski Trip
- 13<sup>th</sup> Feb - End of Term
- 23<sup>rd</sup> Feb - Return to school - Week 2

## REMINDERS

### THANK YOU, WAINWRIGHTS!

We would like to extend a sincere thank you to Wainwrights for sweeping our school and helping to keep the site clean and safe for our pupils.



### Book Fair is Back!

We're excited to welcome Travelling Books back to our school! The book fair will be held in the school library from Thursday 5th to Tuesday 10th February. It will be open daily at break and lunch, with additional visits scheduled during English lessons. Please note that cash purchases only will be available.

If you have any questions, please contact Mrs Parker in the Library

30th January 2026 - Issue 8

## IN THIS EDITION

- Reminders
- Recent Events
- School News
- Useful info

## 2026 SPRING TERM PAYMENT DEADLINES

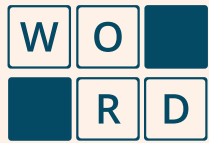
- 13/02/26 - Year 6 Mendip Adventure Camp 2026 - Instalment 1
- 27/02/26 - Year 7 Black Country Museum Trip 2026 - Balance
- 13/03/26 - Year 6 Portsmouth Historic Dockyard Trips 2026 - Balance
- 16/03/26 - KS3 Geography Trip to Sicily 2026 - Instalment 3
- 16/03/26 - Year 8 Battlefields Trip 2026 - Final Balance
- 27/03/26 - School Production 2025-2026 - Cast Contribution

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# SCHOOL NEWS



## Academic Interform

Our academic interform was a huge success, and it was fantastic to see such high levels of enthusiasm, teamwork, and engagement from pupils across the school. They embraced the challenge, supported one another, and approached each activity with curiosity and determination. The event created a real buzz, ran smoothly throughout the day, and showcased the pupils' willingness to try something new. We are incredibly proud of everyone who took part and helped make the day such a positive and memorable experience.



## Year 7 Geography



Year 7 pupils have been developing key map-reading skills using Ordnance Survey maps as part of the Geography curriculum. These lessons link to real-world uses such as route planning and understanding local and wider environments, while building problem-solving skills and spatial awareness. We're proud to see pupils growing in confidence as young geographers.



# SCHOOL NEWS



## News from the PE Department

PE at Selwood follows a concept curriculum, we focus on the whole person, not just the sport.

This term pupils have been learning about, the importance of rules and officials, Marginal gains and tactics, and discipline and coordination. These are three of the eight concepts that they cover over the school year to help build great all rounded individuals.

New activities such as fencing which is on our curriculum for year 5 and year 8 and after school clubs like roller skating give the pupils a diverse range of activities to help them develop and have fun.

We also continue to excel in our after-school clubs and fixtures with the school having already participated in over 30 different fixtures this school year.





# SCHOOL NEWS

## News from the PE Department

On Wednesday 21<sup>st</sup> January, our year 7 boys and girls teams hosted Whitstone school from Shepton Mallet.

The two squads were eager to get their seasons restarted after the Christmas break.

The girls who have their county cup quarter final in a weeks time, were using this as a warm up game, and they played really well. Whitstone came to us with only 6 players so one of our players rotated to make it 7v7.

The girls played extremely well winning 9-2. Let's hope they reproduce this in the cup!

The boys rallied together and came back from being behind to win 3-2, with the opposition goalkeeper playing really well and making some fantastic saves. Some great goals were scored in both games.

**Well done to all involved.**

## Roller Skating Club



We are very pleased to have been able to offer our roller skating after school clubs again. Each year group will have the opportunity to sign up, for 4 sessions. There are only 20 spaces per year group available with year 5 and 6 already full.

The club gives pupils the opportunity to try skating with skate hire and advice from an instructor.

We are very thankful to Eleven roller disco who are providing the service, and especially grateful to Allison Rumming and Mark Syms from Frome Lions who have funded this opportunity.

I have seen the progress the pupils make in gaining confidence throughout the sessions and it is one of the most popular clubs we have.

# SCHOOL NEWS

## News from the PE Department

# Somerset County Cross Country Championships



On Saturday 18<sup>th</sup> January, 9 Selwood pupils took part in the Somerset County cross country championships. They represented the Mendip district team and their finish place denotes their place in the whole of somerset in their age group. This large event was held at RNAS Merryfield in testing conditions. The mud in some parts was ankle deep and they all did very well to complete the course. The race results showed our pupils did extremely well with our year 8's also running against runners from year 9.

We are so proud of you all.

### **Year 7 Girls** (out of 48 runners)

Bb = 17<sup>th</sup>

Amélie = 35<sup>th</sup>

### **Year 7 Boys** (out of 48 runners)

Leonardo = 26<sup>th</sup>

Aaron = 30<sup>th</sup>

Tom = 34<sup>th</sup>

Joshua 35<sup>th</sup>

### **Year 8/9 Girls** (out of 48 runners)

Eva = 30<sup>th</sup>

### **Year 8/9 Boys** (out of 48 runners)

Noah = 20<sup>th</sup>

Mykhailo = 39<sup>th</sup>

**A huge congratulations to those involved.**



# RECENT UPDATES

National  
Literacy  
Trust

Change your story

## National Literacy Trust

There has been significant national research highlighting a decline in literacy levels and the number of young people reading for pleasure. In response, the National Literacy Trust and partner organisations have launched the **National Year of Reading.**

Over the coming months, we will be sharing resources, activities and competitions to encourage pupils to get involved and to help engage reluctant readers. Research shows that young people are more likely to enjoy reading when they see adults acting as positive reading role models. This can be as simple as discussing what you are currently reading, sharing recommendations, or setting aside time to read together at home.

Using a simple reading tracker at home to record, celebrate and talk about reading together is a great way to get involved.

***Thank you for your continued support in helping us promote a love of reading at Selwood.***



## Year 5 Geography



Year 5 enjoyed a geography walk around our local area, where they explored their surroundings and put their classroom learning into practice. The pupils observed local features, discussed land use, and developed their map-reading skills while enjoying the fresh air.

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# RECENT UPDATES

## Year 5 Harry Potter Trip ⚡



Our Year 5 pupils stepped straight into the wizarding world with an unforgettable visit to Harry Potter World! From exploring iconic sets to discovering the creativity and storytelling behind the famous films, the children were completely immersed in movie magic. It was a truly spellbinding day, packed with learning, inspiration, and wide-eyed wonder – an experience they'll be talking about for a long time to come.





**Selwood**  
Academy

LIONEL BART'S

# Oliver!

JR!



BOOK, MUSIC AND LYRICS  
BY  
LIONEL BART

25<sup>TH</sup>-28<sup>TH</sup> MARCH, 7PM

THE MERLIN THEATRE

*TICKETS SELLING FAST CLICK BELOW:*

**BOOK NOW**





**SAVE THE DATE**

**Thursday 18 June**

# **SELWOOD ACADEMY CAREERS DAY 2026**

*BE A PART OF INSPIRING OUR PUPILS FUTURE CAREERS*

**After several successful years of running our careers day, we are now seeking more individuals & companies to join us with the hopes of broadening the range of professions represented at the event.**

**If you are interested in finding out more or taking part please get in contact, we would love to hear from you!**

**ANDY ELLETT**

ASSISTANT HEAD TEACHER AND CAREERS LEAD  
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# What Parents & Educators Need to Know about ROBLOX

## WHAT ARE THE RISKS?

Roblox is an online platform where users can play and create games known as 'experiences' made by other users. Roblox has a large UK audience. ITV News has reported that millions of people in Britain use the platform regularly, with children forming a significant proportion of its users. The sheer scale of it makes it extremely difficult to moderate effectively, creating risks for unsupervised children.

### A PLATFORM RATHER THAN A GAME

Roblox differs from traditional video games in that it hosts millions of user-created experiences rather than a fixed set of developer-produced content. Each experience is self-rated by its creator rather than independently age-rated in advance, as is the case with PEGI-rated games. With millions of user-created experiences, moderation is largely automated which means that inappropriate content may reach younger players and have a harmful effect.

### MATURE CONTENT

With much of Roblox's moderation automated through AI and creators self-certifying suitability, inappropriate content frequently appears on the platform. Some experiences may include content intended for older players. While Roblox has tools to restrict access based on age settings, these systems are not always perfect. Younger players are likely to encounter content you may deem unsuitable.

### IN-GAME SPENDING

Roblox is free to play, but many experiences and cosmetics include optional purchases using Robux, the platform's virtual currency, to get advantages in games. This business model is common across online games, but reporting has highlighted cases where children have spent large amounts of money unintentionally or without understanding the real-world cost.

### RISK OF ADDICTION

Roblox encourages repeated and extended play. Many experiences are made of short tasks, rewards, and progression systems that can prompt users to keep playing for longer periods of time. Some games also use reminders, daily rewards, or timed events to encourage frequent logins. These designs can make it difficult to stop playing. Spending long periods online may affect sleep, schoolwork, or other activities if boundaries are not in place.

### COMMUNICATION WITH OTHER USERS

Roblox includes text and voice features that allow players to chat in shared game spaces. While the platform uses automated filters and moderation tools, media investigations have found that inappropriate and potentially harmful messages can still get through. There are risks that children could be targeted by groomers. In response, Roblox has announced changes to how chat works. The platform plans to use facial age-estimation technology to restrict chat access between adults and children they do not know.

## Advice for Parents & Educators

### USE PARENTAL CONTROLS

Roblox's parental controls provide an important starting point. Linking a child's account to an adult account allows parents to apply spending controls, limit communication features, and review recent activity. Regular supervision, use of parental controls, and conversations with children about what they see online can help reduce the risk of exposure to inappropriate content.

### CONSIDER LIMITING OR DISABLING CHAT

Although Roblox is introducing tighter age-based chat restrictions, some parents and educators may prefer to disable chat entirely for younger children. Children can still play games while communicating with friends they know through other supervised platforms.

### PLAY TOGETHER WHERE POSSIBLE

Playing Roblox with a child can help adults understand the types of experiences available, how monetisation works, and how children interact online. This shared engagement can also make it easier for children to raise concerns if something feels wrong. Parents and educators should monitor all games played on Roblox due to its self-rating nature.

### ENCOURAGE OPEN CONVERSATIONS

Many Roblox experiences are creative and age appropriate, and for many children, the platform is an important way to socialise with friends. Rather than banning it outright, parents and educators should talk openly with children about online safety, spending, and how to respond to inappropriate behaviour.

### Meet Our Expert

Alan Martin is a technology journalist who has written for publications including Wired, TechRadar, The Telegraph, The Evening Standard, The Guardian and The New Statesman.



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# What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

## WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

### POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

### RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

### LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

### IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

### MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

### REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

## Advice for Parents & Educators

### MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

### IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

### SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

### ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

### Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.



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