



— Volume 2 - Year 9 —

# The Eagle

## Newsletter



**INSIDE, WE  
ALSO  
TALK  
ABOUT:**

Head of Year  
Updates

Subject Information

House Notices

Events/Sporting  
Events

Key Dates and  
Notices

### Hessle Christmas Light's Switch On

It's beginning to look a lot like Christmas...

The annual community event of the season for Hessle, as the town welcomed the festive period with the epic Hessle Town Council Christmas Lights Switch On. This event is a real community affair, bringing together our diverse inhabitants and numerous visitors for some great entertainment, thrilling rides, unique shopping opportunities, plenty of food and beverages, and of course a visit from Father Christmas and his elf.

Hessle High students both past and present, attended in an abundance on the main stage and performance arena, we had over 40 of them singing in the choir, a couple performing together, two bands, a few dance troupes, some cheerleaders and some Sixth Formers who were Father Christmas helpers.

In addition, the students who have signed up for the Camps International Peru Expedition in 2026, attended with their very own Market Stall, in the hope of topping up their fundraising pot

It was a wonderful opportunity for many students to spend time with friends and families, as a community to enjoy local food, supporting their peers and local businesses.

## Head of Year 9 Updates



**Mr Leckenby**

Aspiration is about having hopes, goals and a vision for the future. For Year 9 students, this is an exciting time full of possibilities, decisions and opportunities that begin shaping their journey through education and into future careers. Whether you are a student beginning to think about what comes next or a parent/carer supporting that journey, understanding the importance of aspiration makes a meaningful difference.

Aspiration is about recognising what you want to achieve and understanding that your actions now can help you reach those goals. It does not mean knowing exactly what you want to do for the rest of your life, or having every step clearly mapped out. Instead, it means being curious, taking an interest in new experiences, challenging yourself and feeling confident that working hard now can open more doors later in life. Even small ambitions matter. Choosing to improve in a subject, practising a skill or asking more questions in class are all early signs of aspiration and determination.

Year 9 is often seen as a turning point in school. For many students, it is the year when they start thinking about their next steps. Subject choices for later study, decisions about GCSE options or equivalent qualifications, and growing awareness of future careers begin to take shape. This stage allows students to discover more about who they are as learners, what subjects they enjoy, what they feel confident in, what challenges them and what interests they want to explore further. Aspiration helps guide these decisions so that choices feel purposeful rather than random.

When students have a sense of aspiration, they are more likely to remain motivated at school. Schoolwork becomes something that moves them toward an idea or opportunity that matters to them. A student who sees a link between their effort and their future is more inclined to take responsibility for homework, revision and participation in lessons. Aspiration helps students stay resilient, especially when they face difficult topics or setbacks. It gives learning a purpose beyond simply completing tasks.

Aspiration also encourages students to think about possible career pathways. The world of work is rapidly evolving, and many future jobs may be different from those we know today. Technology, science, engineering, healthcare, creative media and environmental industries are growing at a fast pace. Aspiration does not force a student to choose one path and stick to it; instead, it encourages them to stay open, adaptable and willing to explore opportunities. When students imagine their futures, they begin developing important skills such as problem solving, communication, team collaboration and time management. Interests they hold now may turn into future careers, whether those interests are linked to science, sport, gaming, reading, technology, art or helping others.

Ultimately, aspiration is not about being the best or comparing with others. It is about having the confidence to imagine a future that matters to you and understanding that your journey starts now. School is the beginning of that journey, and Year 9 is a significant stage where choices have meaning and possibilities begin to open. Every young person has potential, and with curiosity, ambition and encouragement, they can build a pathway that leads to success and fulfilment.

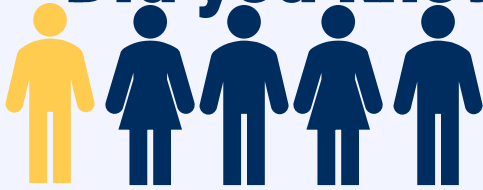
This term, we have seen many powerful examples of aspiration in action across school. Students have shown how goals can drive effort, resilience and progress. For instance, **Sebastian P (9C2)** set a personal goal to represent the school in sport and trained hard to secure a place on the football team, demonstrating that commitment pays off. Meanwhile, **Patryk K (9A1)** has shown great aspiration in swimming by continuing to attend weekly sessions in his Bronze Medallion award. We have also seen quieter yet equally meaningful examples, such as **Rio S (903)** speaking up more in English and **Max S (9P1)** setting revision plans to prepare for assessments. Each of these students illustrates how aspiration does not look the same for everyone, but when supported, it leads to progress, pride and a clear sense of direction. Have a great Christmas with your family and friends.

## Attendance Matters

Every student,  
on time, every day



### Did you know



# 1 in 5

students don't attend  
school regularly

**It's never too  
late to improve  
attendance**

- Going to school more often will make a difference
- Attendance habits will follow your child into work and life



**Schools  
are here to help.**

### What families can do ...

- ✓ Be firm: send your child to school every day, all day, unless they are unwell
- ✓ Develop good sleep and morning routines
- ✓ Schedule appointments and extra-curricular activities outside of school
- ✓ Avoid taking holidays during term time
- ✓ Seek help early before your concerns become serious

### Each day missed ...

- Puts your child behind and makes it harder for them to catch up
- Can lead to lower achievement in reading and writing
- Can lead to gaps in learning
- Makes school completion less likely
- Makes the transition into a career less likely to be successful

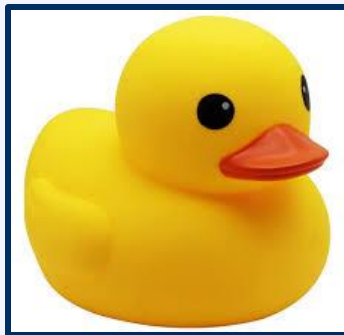
# The Eagle - Newsletter

## Business & ICT

Year 9 have had a fantastic term in IT, packed with coding, creativity, and new challenges! They started by learning Python programming, where they wrote their own code to solve problems and create simple programs—an important skill that forms the backbone of many real-world applications. To finish the term on a festive note, students are working on a snowman-themed Christmas animation using stop-frame techniques, combining technical skills with creativity to bring their ideas to life.

Alongside their classroom projects, Year 9 also took part in the UK Bebras National Computing Challenge, tackling puzzles that tested their logic and problem-solving skills. A real highlight was one of our students representing Hessle High at the regional final of the **Cyber SwitchUp** competition at Hull University. They explored cybersecurity concepts and thoroughly enjoyed the experience—an amazing opportunity to see computing in action beyond the classroom!

It's been a brilliant term, and we can't wait to see what they achieve next.



### Teacher Shoutouts

A huge well done on a great start to the following Year 9's:  
**Ava W (9C1), Jacob R (9A3), Aqib S (9A1), Alex L (9P2),  
George W(9P1) and Majka P(901)**





# The Eagle - Newsletter

## Drama and Dance

This term, Year 9 students have been exploring the work of the influential practitioner **Stanislavski**. They have been learning how his techniques, including **imagination, tempo and rhythm, and emotional memory** can be used to create realistic and engaging performances.

Using this knowledge, students have **written and performed their own monologues**, applying Stanislavski's methods to develop believable characters and convey authentic emotions on stage. It has been fantastic to see their creativity and confidence grow through this work!



## Teacher Shoutouts



A huge well done to our fantastic Year 9 students who recently attended the Performing Arts London trip to see Wicked! Each of you behaved brilliantly, showed maturity, and represented our school with pride. Your positive attitude, respect, and enthusiasm throughout the day did not go unnoticed.

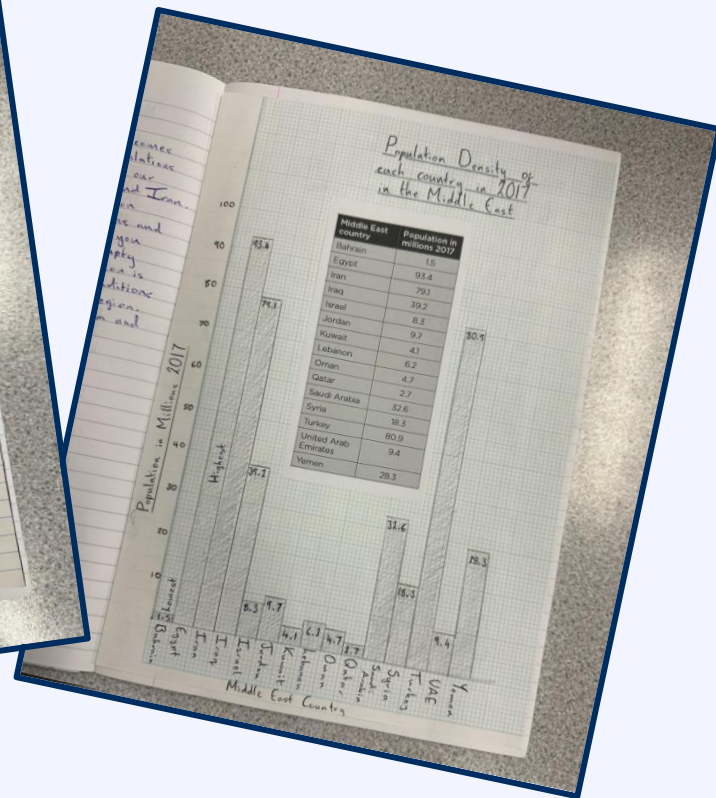
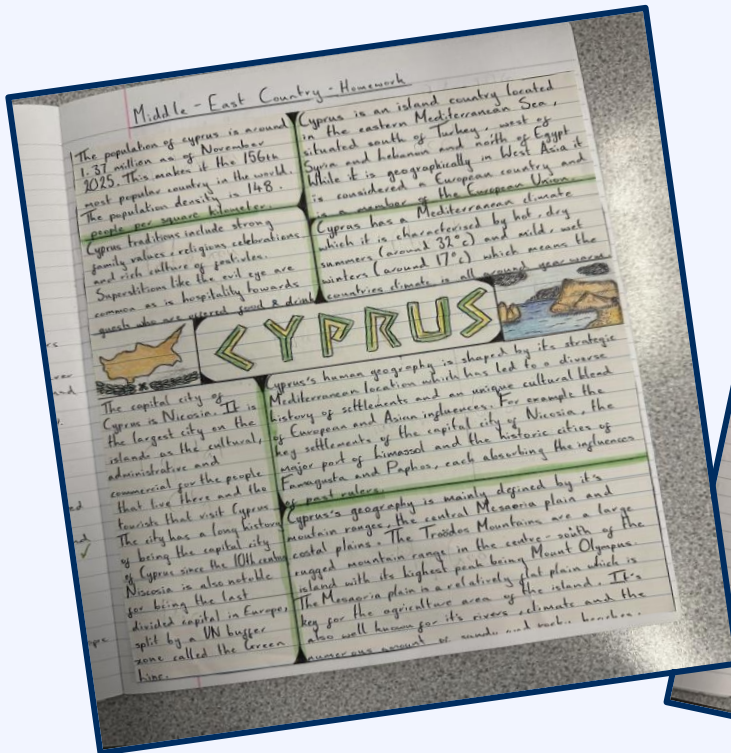
Thank you for being such wonderful ambassadors for our school!  
**Pearl A (9P2) and Ocea G (903).**

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## Year 9 Geography

In Year 9 at Hesse we study a range of places around the world and link them to elements of geography. We started the year looking at the geography of Russia and deciding whether it was a curse or a benefit.

We then moved to the Middle East where we compare life in Dubai with life in Yemen alongside conflict in Syria. We are moving onto South America next by comparing life in the Amazon with life in Rio.



Oliver



### Teacher Shoutouts

Oliver A (9A3), Summer S (9A1), Tom P (902), Francesca J (9C3), Poppy B (9P2), Sarah AR (902), Lola C (9C1), Freddie C (9C1), Rory Y (9P1) and Pippi N (9P1).

All of these have shown a great understanding of Geography around the world

# The Eagle - Newsletter

## History



This term students have been studying the Early Nazi Party, exploring how Germany's defeat in the First World War and the Treaty of Versailles created conditions that helped extremist ideas grow. Students have learnt about the early development of the Nazi Party, including Hitler's rise to leadership, the party's beliefs, and its attempts to gain support during the crises of the early 1920s. They have also examined key events such as the economic problems of Weimar Germany, Stresemann's reforms, and the contrasting experiences of the Golden Years, helping them understand how and why the Nazis gained increasing influence.

Pupils have also been learning about Life in Nazi Germany, investigating how the regime controlled people's lives after Hitler became Chancellor. Students have explored the role of the police state, propaganda and censorship, and how the Nazis attempted to shape religion, youth, women, work and living standards. They have also learnt about groups who resisted the regime and the persecution faced by minorities, gaining a deeper understanding of how Nazi policies affected different sections of German society.

## Teacher Shoutouts

**Zano M (9C1):** Zano has made an excellent start to the year, completing his written work quickly and then responding well to feedback to make this work even better.

**William B (902):** William gives thoughtful verbal responses in lessons when called on and puts a lot of work into ensuring that his work is completed to the best of his ability.

**Poppy- M G (903):** Works hard every lesson to ensure her written work is completed to the best of her ability. She frequently asks thoughtful questions about what we are learning about.





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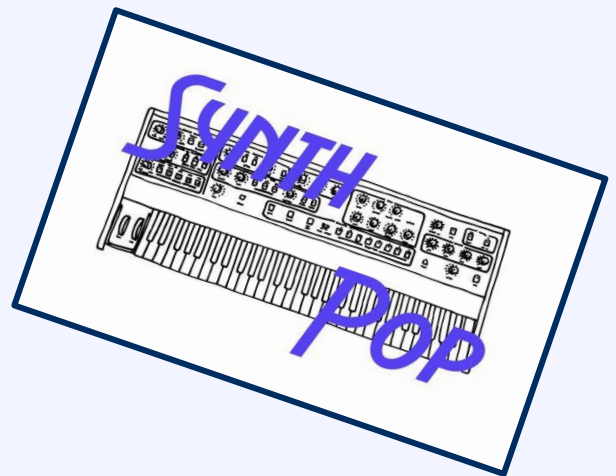
## Year 9 Music

This term, Year 9 students have been exploring two influential genres of popular music: **Britpop** and **Synthpop**.

We began with *Britpop* from the 1990s, examining what made the genre unique, from its musical features to the culture and fashion that shaped the era. Students learned about the iconic rivalry between Blur and Oasis, famously known as the *Battle of Britpop*.

To deepen their understanding, students developed their performance skills by learning and playing a keyboard extract from a well-known Britpop song.

Next, we travelled back to the 1980s to explore the world of Synthpop. Students identified the key characteristics of the genre and discovered how the synthesizer transformed modern music. We discussed some of the leading bands of the time and explored famous riffs before composing our own original Synthpop-style riffs in class.



### Teacher Shoutouts

A huge well done to the students who really threw themselves into our Britpop unit! Your enthusiasm, curiosity, and **excellent knowledge** of the genre – from the music to the culture, fashion, and the famous Blur vs. Oasis rivalry.

**Dempsey W (9P1) and Will B (902)**



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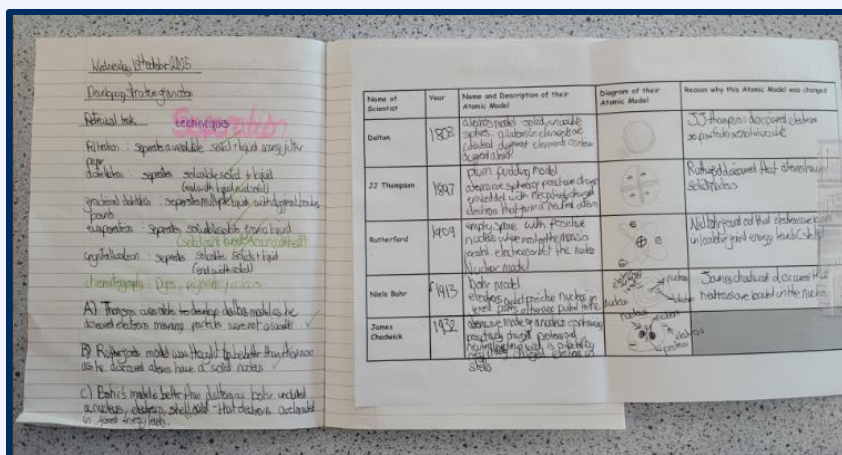
## Year 9 Science

All students in Year 9 have started learning GCSE content this year.

In Biology we have been looking at the human digestive system, how the organs are adapted to their function and how enzymes are responsible for the chemical reactions required to break food down. Now we will move on to the respiratory and circulatory systems.

In Chemistry students have covered the fundamental particle 'the atom'. They have studied how the atom was discovered and how different models were developed over time. Students are now focusing on how all elements are organised in the periodic table, as well as learning about some of the key groups within the Periodic Table.

In Physics we have completed our first energy topic and have now moved onto particles, we are learning about how particles behave in different states of matter and have just completed our first required practical in Density. We will be moving on to look at internal energy and gas pressure.



## Teacher Shoutouts

All the Year 9 helpers in the Chemistry room on open evening – you were brilliant! Full of enthusiasm and demonstrated our school value of responsibility perfectly. Well done and thank-you for your support.



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## Year 9 Technology

### Product Design

During this rotation, Year 9 Product Design students have worked with a variety of materials, tools and equipment to produce a fully functioning desk lamp. They analysed existing products to understand key design features and user needs and completed a redesign task to help develop their problem-solving and creative thinking skills.

### Textiles

In Textiles, students investigated the environmental issues associated with the fashion industry, exploring how production processes and consumer habits contribute to global sustainability challenges. Using their research as inspiration, they designed and made cushions, applying a range of decorative techniques and textile processes to create individual and meaningful outcomes.

### Food

In Food, students built on the skills developed in previous years by exploring nutrition across different life stages and examining the long-term impact of a poor diet on health. They also took part in sensory testing experiments, giving them first-hand insight into how food products are evaluated within the food industry.



### Teacher Shoutouts

Elliott R (9C2) – Food  
Majka P (901) – Product Design  
Rory Y (9P1) – Textiles

# The Eagle - Newsletter



## Orlando House Updates



**Miss R Bishop**  
**Head of House**

### Hello Orlando house!

What an amazing start to the year we have had so far and as we approach the end of the first full term, it's exciting to think of what is still to come.

### Orlando Charity Launch: Dove House Hospice

For the next two years, Orlando students are proud to support Dove House Hospice as their charity. Dove House Hospice pride themselves in providing care to local people living with progressive illnesses which can include pain and symptom management, respite care as well as end of life care. As well as caring for people who are living with their illnesses, they provide support for their families as well, offering bereavement sessions and counselling. Over the year, students in Orlando will be taking part in fundraising events.

### What are the Global Goals?

Hessle High School is proud to support the **Global Goals**, a set of worldwide aims that encourage young people to make a positive difference. Focusing on a Global Goal helps students take care of **themselves**, strengthens our **community**, and protects our **planet**. By working together, we can create a safer, healthier, and more helpful future.

### A Whole-School Commitment to Goal 3 – Good Health and Wellbeing

This year, the whole school will focus on **Global Goal 3: Good Health and Wellbeing**, which links closely to our values and **respect, kindness and responsibility**. Students will take part in assemblies, tutor activities, and projects to learn how looking after their physical and emotional health helps them thrive, build positive relationships, and make good choices.

### Orlandos focus on Global Goal 12 – Responsible Consumption and Production

Over the next year, Orlando will be taking on an individual Global Goal too. This Global Goal will allow students to think about their consumption of products and to decide if it is sustainable for the future of the planet. The focus of this Global Goal is to substantially **reduce waste** and produce a **sustainable management of natural resources**. I look forward to seeing the ideas and campaign that our team will produce over the year.

I hope everyone has a very relaxing Christmas break and I look forward to welcoming you all back in January.

### Orlando Shoutouts



Brendan P (701)  
Evie C (802)  
Sarah A-R (901)  
Abbie S-C (1003)  
Oliver D (1101)





# The Eagle - Newsletter



## Portia House Updates

Hello Team Portia!

What a start to the new academic year! Portia students continue to make us all so proud by their continued positivity and determination to be the best version of themselves. Keep it up Portia House!

### Emmaus Charity Launch – Hull & East Riding

Homelessness is a big issue affecting hundreds of people both locally and across the UK and the issue has reached critical levels around the country in 2025. 1 in every 200 households are faced with homelessness in the UK. The latest official statistics show around 327,950 households were owed support to prevent or relieve homelessness after contacting their council for help in 2024. That's up to the record high 310,850 recorded in 2023. The total number of children living in temporary accommodation has now reached 169,050. Emmaus Hull & East Riding provides a range of services which contribute to the Charity's mission of supporting people who experience homelessness and social exclusion.

### What Are the Global Goals?

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### A Whole-School Commitment to Goal 3 – Good Health and Wellbeing

This year, the whole school will focus on **Global Goal 3: Good Health and Wellbeing**, which links closely to our values of **Respect, Kindness, and Responsibility**. Students will take part in assemblies, tutor activities, and projects to learn how looking after their physical and emotional health helps them thrive, build positive relationships, and make good choices.

### Portia's Focus on Global Goal 1 - No Poverty

For the next two academic years supporting Emmaus, we have our individual House Global Goal which will encourage Portia students to support people in our community who are less fortunate. This goal links well to our charity Emmaus and we will be having several donation drives this year, encouraging our families to donate any unwanted items, clothes, bedding, furniture and food for people in need. Students are welcome to come to me with their ideas on how we can incorporate promoting No Poverty within our local and wider community. I meet regularly with the House Captains where we discuss and implement ideas that can really make a difference.

I would like to wish you all a very Merry Christmas and hope you take a well-deserved break to spend with family and loved ones. We look forward to the Spring Term and the exciting new ventures yet to come.



**Miss E Foster**  
**Head of House**



### Portia Shoutouts

Top scoring Value Points so far

Spencer S (7P3)

Lois H(8P1)

Ethan T (9P3)

Chloe G (10P1)

Mia S (11P1)



**THE GLOBAL GOALS**



# The Eagle - Newsletter



## Cassio House Updates

Team Cassio,

As we rapidly approach the festive season and the Christmas break, I would like to say a huge well done to all Cassio students. Your hard work, resilience, and positive attitude throughout this half term has been outstanding.

### Cassio Charity Launch: Supporting Cardiac Risk in the Young (CRY)

We are proud to launch our Cassio charity initiative in support of **Cardiac Risk in the Young (CRY)** - an organisation dedicated to preventing sudden cardiac deaths in young people. CRY's work highlights the importance of early detection:

- **Around 12 young people in the UK die each week** from previously undiagnosed heart conditions.

- Many of these conditions show **no obvious symptoms**, making early screening one of the most effective ways to protect young people's health.

- **Most cardiac abnormalities can be identified through simple, non-invasive screening**, allowing for early treatment or monitoring.

Our Cassio target is to raise **£7,000**, which will fund a **full heart-screening programme for the entire school**.

This is a remarkable opportunity to provide something genuinely life-changing. **Together, we can reach this goal and potentially save lives.**



**Mr E Griffiths**  
Head of House

### What Are the Global Goals?

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### Introducing Our Global Goal Focus: Goal 6 – Clean Water and Sanitation

Looking ahead, we are excited to announce that Cassio's next global focus will be **Global Goal 6: Clean Water and Sanitation**. This goal centres on ensuring that everyone around the world has access to safe, clean water and hygienic sanitation facilities. Throughout the next term, we will explore how we as a House can contribute, raise awareness, and support meaningful change linked to this vital global issue.

As we wrap up the term, we wish all our students, families, and staff a peaceful and joyful Christmas break. May the holiday season bring rest and time with loved ones. We look forward to seeing everyone in the new year, ready for another exciting term ahead.



## Cassio Shoutouts

### Top House Points

Poppie R (7C2)  
Obi-Kade M (8C3)  
George H (9C3)  
Wendy L (10C3)  
Alice G (11C1)



**3** GOOD HEALTH  
AND WELL-BEING



**6** CLEAN WATER  
AND SANITATION



# The Eagle - Newsletter

## Ariel House Updates



Hello Ariel,

What a fantastic start to the year and a very much anticipated 2026 to come. Ariel are currently top of the leaderboard for House points! Wow! Well done, Ariel.

### Ariel Launches New Charity Partnership with YoungMinds

Ariel House is delighted to announce that our chosen charity for the year is **YoungMinds**, an organisation dedicated to supporting young people's mental health. As children and teenagers continue to face a wide range of pressures, we believe it is important that every student feels listened to, supported, and able to talk openly about how they feel. Throughout the year, students in Ariel will take part in fundraising events, awareness activities, and discussions that promote positive emotional wellbeing and remind one another that reaching out for help is a sign of strength.



**Miss A Deveney**  
**Head of House**

### What Are the Global Goals?

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### A Whole-School Commitment to Goal 3 – Good Health and Wellbeing

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### Ariel's Focus on Global Goal 13 – Climate Action

Ariel House will also champion **Global Goal 13: Climate Action**, connecting care for the planet with care for ourselves and each other. Over the year, Ariel students will raise awareness through eco-campaigns, sustainability challenges, and Student Council projects. Small actions—like reducing waste or making greener choices—can make a real difference to our school and the wider world.

Look out for ways to get involved and help make a positive impact this year!

We are excited for the year ahead and the opportunities for our students to make a difference in our school and beyond. Thank you for supporting **Ariel House** in our charity and Global Goals projects.

## Ariel Shoutouts

Students with the top house points so far this half term:

Betsie-Mae H (8A3)  
Jack L (7A2)  
Jayden B (8A2)  
Poppy B (7A1)  
Amelia C (7A1)



**3** GOOD HEALTH  
AND WELL-BEING



**13** CLIMATE  
ACTION



**YOUNG**MINDS



# House Points



**9590**



**9310**



**8070**



**10840**

## Extra-Curricular Clubs

### Extra Curricular Activities 2025-2026

Club	Year Group	Day of the Week	Location
Separates Biology	Year 11	Friday after School	G07
Dungeons and Dragons	Year 7 - Sixth Form	Friday after School	G16
Production Rehearsals	Year 7 - Sixth Form	Tuesday and Wednesday after School	Main Hall
SEND HW Club	Foundation Learning Group Only	Tuesday , Wednesday & Thursday after School	Library
Choir	Year 7,8, & 11	Monday Lunch	F26
Choir	Year 9 &10	Wednesday Lunch	F26
Coursework Intervention	Year 10 & 11	Tuesday after School	F26
Band Rehearsals	Production Year 7 - Sixth Form	Thursday after School	F25/26

# The Eagle - Newsletter

## Sporting Events

Fifty-three Hessle High School students proudly represented at the East Riding Cross Country Championships in Cottingham, showcasing outstanding effort and determination from all competitors. The boys' team delivered an impressive performance. A huge well done to all students who took part and represented the school with pride.



# The Eagle - Newsletter

## Events



A group of students from Year 7 – 11 went to see the West End show "Wicked".



Well done to Patryk (first left) who was awarded a certificate for his planter design at BAE Systems Plc 3D Printing competition run by Create Education.



As part of Road Safety Week East Riding Council visited to hand out free safety equipment and advice.



Students have been excited to add their Christmas Wishes to the tree.



Students from Year 7-10 Tigers Trust visit to MKM stadium .



Throughout November, staff members got behind the fantastic campaign **November** helping raise awareness for men's health by growing mustaches ranging from subtle stubble to a mustache masterpiece.



# The Eagle - Newsletter

## Events

### The Mayor of Hessle's Christmas Card Competition

#### Hessle High School Winner

In September 2025, Hessle Town Council leader, The Mayor of Hessle, launched a brand-new Christmas Card competition, with guaranteed winners from each of the local schools. Through our tutor group programme, students were encouraged to get creative, and we were not disappointed. We had well over 100 artistic entries from students across Hessle High, but there could only be one winner. The Mayor said he had a really difficult time picking just one winner from each school, and I can quite believe it! We had lots of really good ones.

**Aya H (7A3)** was chosen as the winner and was presented with her winner's certificate and a full set of winners Christmas cards. Aya also received one of the much sought after Love Hessle tote bags, which held a variety of craft projects for Aya to enjoy. Many thanks to all the students that entered and to Hessle Town Council and The Mayor of Hessle, for organizing such a fabulous event, and for the great prizes too.



**Save the Children**  
**Christmas Jumper Day**  
Be part of it!  
Where - Hessle High School and Hessle Consortium Sixth Form College  
When - Friday 19 December 2025  
Other details: Make your minimum £1 donation ONLINE at Hessle High Hestia. Help us reach our £10k target! Make a donation with JustGiving.  
PR REGULATORY

Here are a few exciting Year 9 trips we offer, we will update throughout the year with further information:

- Yorkshire Wildlife Park
- Sporting Events e.g. Football matches
- Careers Visit to Local Businesses
  - Hull Museums and Theatres
- National Exhibitions and Conferences
- Language themed restaurants in the local area
- International visits to Barcelona, Lille Christmas Markets, Skiing destinations
- 3D Printing awards at BAE Systems
  - Tigers Trust visit to MKM

### HOUSE CHARITY DAYS

- Tuesday 17 March 2026 (ORLANDO)
- Thursday 30 April 2026 (ARIEL)
- Tuesday 12 May 2026 (AURORA)
- Wednesday 3 June 2026 (CASSIO)



## Information

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](http://nationalcollege.com).

### What Parents & Educators Need to Know about

# TIKTOK

AGE RESTRICTION  
**13+**

(Certain features are restricted to over-18s only)

#### WHAT ARE THE RISKS?

Online videos are often associated with apps such as YouTube, but among teens, TikTok is king. The app provides a potentially addictive, never-ending stream of short clips tailored to users' interests based on their viewing habits. Around half of British children use TikTok, and while most content is benign, Ofcom considers it the app where young people are "most likely to encounter a potential harm".

#### AGE-INAPPROPRIATE CONTENT

TikTok's Following Feed shows videos from known creators, while the default For You Feed serves endless clips based on viewing history. Most are harmless, but unsuitable content can still appear, and watching for long enough signals interest to the algorithm. Although TikTok bans illegal or inappropriate uploads, the volume of posts means some slip through, increasing the chance that children encounter age-inappropriate material before it is detected or removed.

#### BODY IMAGE AND DANGEROUS CHALLENGES

Ofcom reports that most online harms for girls involve body image, while boys more often see dangerous stunts. Both types appear frequently on TikTok and spread quickly through its engagement-driven algorithm. Harmful challenges have included the "blackout" trend, where users held their breath until passing out. Families filed lawsuits after children died linked to the trend, showing how extreme or risky content can rapidly reach young people and negatively influence them.

#### IN-APP SPENDING

TikTok is free, but children can still spend money. TikTok coins, costing £9.99 to £224.99, let users buy gifts for creators. TikTok Shop adds risk by allowing purchases from influencers or companies, sometimes leading to poor-quality items driven by persuasive marketing. A Canadian investigation found TikTok collected personal data from many children for targeting and advertising despite age limits, meaning young users may lose control over their personal information.

#### CONTACT WITH STRANGERS

Between 1.6 and 1.9 billion people use TikTok, meaning there's a high risk of unwanted attention from strangers. Accounts created by over-16s (or young people using a fake date of birth) are set to public view by default. This means that not only is someone's profile visible to everyone else on the app, it also suggests their videos to others and allows anyone to download or comment on them.

#### MISINFORMATION AND RADICALISATION

TikTok's short videos may appear lighthearted, but they can expose young people to harmful ideas. Misinformation is common, and Ofcom reports that nearly one third of 12-15-year-olds use TikTok as a news source, increasing the chance of seeing racist, misogynistic, extremist or conspiracy material. Even brief clips can influence impressionable users and shape their worldview, making discussions about critical thinking, propaganda and online influence especially important for parents and educators.

#### ADDICTIVE DESIGN

TikTok's fast-paced stream of eye-catching videos can be potentially addictive for young users. In 2024, UK children spent an average of 127 minutes per day on the platform, double the time recorded in 2020. Excessive use can disrupt sleep, increase irritability, and distract from healthier activities. Constantly skipping between short clips may also affect attention span, making it harder to focus on longer tasks such as homework or reading.

### Advice for Parents & Educators

#### ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account to their child's in order to manage settings remotely. Parents can then turn on Restricted Mode (reducing the chances of a child seeing inappropriate content), set screen time limits, make accounts private and manage whether their child can send messages – and if they can, to whom. Children cannot alter these settings without parental approval.

#### DISCUSS THE DANGERS

If a child wants to use TikTok and you're happy for them to do so, it's good practice to discuss the potential risks. Ensure they don't share any identifying personal information or respond to dangerous trends, and that they know to talk to a trusted adult if they're worried by interactions on the app. With more teens using TikTok for news, it's important to talk about misinformation and propaganda.

#### BLOCK IN-APP SPENDING

Parents can restrict in-app purchases on iPhone and Android devices to prevent accidental or impulsive TikTok spending. Young people can easily spend large amounts on TikTok coins or low-quality products promoted through TikTok Shop. If a disappointing purchase occurs, turn it into a discussion about influencer marketing and how online promotions can be misleading.

#### READ THE SIGNS

If you're concerned that a child is spending too much time on TikTok, or that they've been emotionally affected by something they've seen, it's important to know how to spot the signs. Increased irritability and a lack of concentration are potential red flags, as is failing to complete homework or skipping meals. Remember, the parental controls are there for a reason, and it's never too late to introduce limits.

#### Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tom's Guide, The Evening Standard and The New Statesman.



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# The Eagle - Newsletter

## Key Dates and Notices

End of Term

19 December – 13:45 Finish

School Reopens

Tuesday 6 January 2026

School closes for Half Term

Friday 13 February 2026

School closes Reopens

Monday 23 February 2026

Progress Evening

Thursday 5 March 2025

If you want to see more of your child online/in our newsletters, please make sure you consent on the Arbor parent portal. To learn more click [here](#).

Please click [here](#) to see all of our term dates



**National School Attendance Award**

2024/25 Spring Term



*Hessle High School and Penshurst Primary School*

*Top 25% of similar FFT Secondary Schools in England*

Have your contact details changed?

If you have changed any contact details such as home address, mobile number, email etc. Please update these via the Arbor Parent Portal.

Please contact us via [office@hessleacademy.com](mailto:office@hessleacademy.com) if you have any issues with accessing your account.