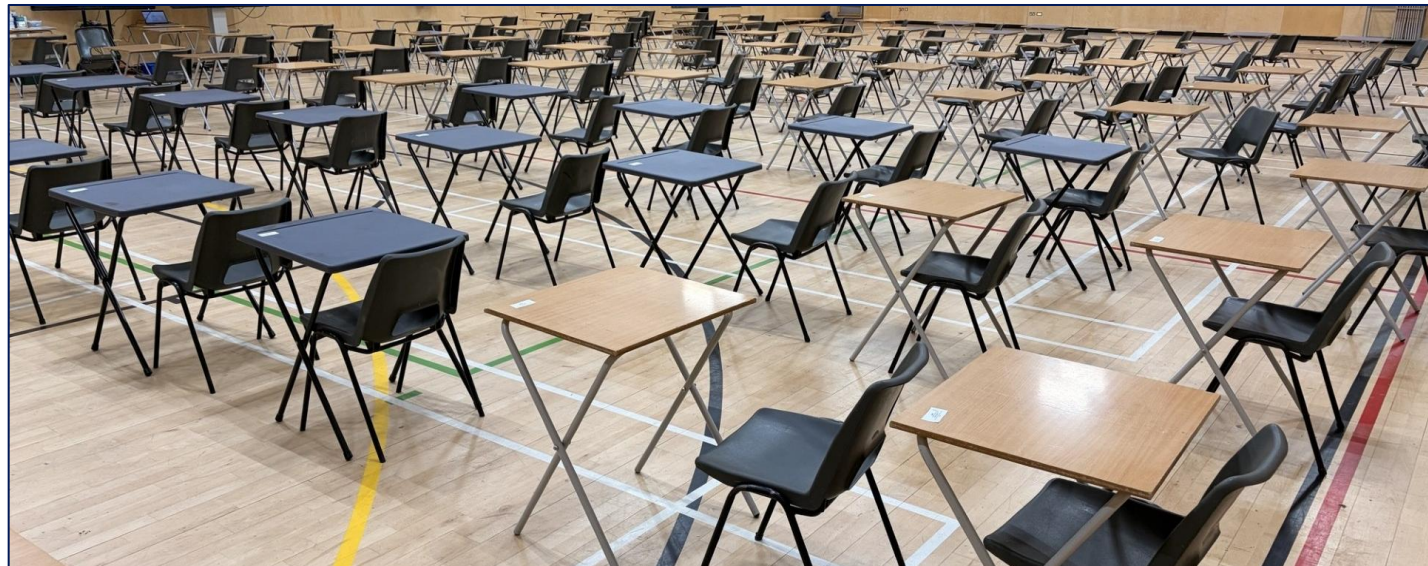


Newsletter



8th May 2026 Issue 28



Dear Parents and Carers,

Has this week really only been four days? It certainly hasn't felt like it—perhaps because we've been trying to make up for lost time and fit five days' worth of work into four!

Next week marks the start of Mental Health Week, taking place from Monday 11th to Sunday 17th May. The theme, set by the Mental Health Foundation, is *Action*. It highlights that while awareness is important, meaningful change happens when we actively take steps to improve mental health at home, in schools, in the workplace, and in our communities. The campaign encourages everyone to identify one positive action they can take to support their own wellbeing or that of others.

During pastoral curriculum time next week, students will be focusing on ways to enhance their own mental health—whether through self-care practices, connecting with others, or engaging in physical activity.

Mental Health Week also comes at a significant point in the academic calendar, as all of our young people will begin preparations for exam season, be they more formal ones in the main halls or in classrooms. Wherever they are sat, we know that being in the right frame of mind is important and having a range of strategies for self-help is so beneficial.

Finally, for our Year 7 and 8 students, a reminder that Academic Tutorials will take place next Thursday (14th). If you haven't already done so, please remember to book your appointment online. Meetings will be held face-to-face in school.

Have a wonderful weekend.

Natalie Christie
Principal of Passmores Academy

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TOP PASSMORES POINTS ACHIEVERS

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[Parents/Carers Letters](#)

[Clubs and Activities](#)

[School Calendar](#)



www.passmoresacademy.com

TOP PASSMORES POINTS ACHIEVERS

Friday 1st to Thursday 7th May 2026

Cotorobai, Vlad	Year 7	46
Taylor, Freddie	Year 7	46
Craig, Calum	Year 7	41
Everett, Max	Year 7	41
Thompson, Skylar	Year 7	41
Futers, Aoife	Year 7	39
Green, Cassius	Year 7	39
Aken, Harry	Year 7	36
Garrett, Freddie	Year 7	36
Holcroft, Sofia	Year 7	36
Marsh, Sadie	Year 7	36
Pugh, Kadie	Year 7	36
Richards, Sophia	Year 7	36

Ford, Grayson	Year 8	47
Mahon, Charlie	Year 8	42
Mahon, Olly	Year 8	42
Crook, Fenton	Year 8	30
Mimms, Joshua	Year 8	30
Seip, Joshua	Year 8	30
Onslow, Sofia	Year 8	29
Aimes, Annabel	Year 8	28
Parker, Charlie	Year 8	26
Erikume, Danielle	Year 8	25

Paxton, Bobby	Year 9	50
Ricketts, Rachel	Year 9	49
Hanks, Liara	Year 9	46
Goswami, Shubh	Year 9	44
Hards, Isabella	Year 9	41
Yusuf, Zahra	Year 9	41
McGill, Harry	Year 9	38
Rogers, Mason	Year 9	38
Aimes, Olly	Year 9	37
Morgan, Dexter	Year 9	37

Poyser, Lola	Year 10	36
Benge, Maddie	Year 10	33
Lambert, George	Year 10	31
Allen, Mia	Year 10	30
Parlour, Layton	Year 10	30
Sowunmi, Ronel	Year 10	30
Doran, Conall	Year 10	29
Euesden, Sophia	Year 10	28
Morris, Gracie	Year 10	27
Dixon, Naavah	Year 10	26
Owen, Esme	Year 10	26

Edwards, Gracie	Year 11	10
Haynes, Rebecca	Year 11	10
White, Beth	Year 11	10
Conlin, Bella	Year 11	8
Laska, Wiktorina	Year 11	8
Morris, Elissa	Year 11	8
Osei, Luisa	Year 11	8
Sahin, Dan	Year 11	8
Saunders, Lillie	Year 11	8
Chindris, Stefan	Year 11	6
Crutchlow, Jack	Year 11	6
Dinnell, Louis	Year 11	6
Man, Charlotte	Year 11	6
Ozimek, Roksana	Year 11	6
Silver, Caiden	Year 11	6
Wheatley, Joshua	Year 11	6

Year Group Attendance w/c 5th April 2026

Year 7	91.5%
Year 8	86.07%
Year 9	88.18%
Year 10	85.56%
Year 11	81.5%
All Students	86.62%

Thought for the Week & In The News

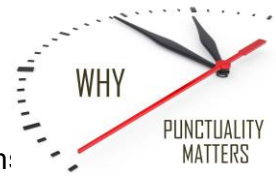


This week, students engaged in Session 7 of their *Mind Matters* and *Time to Talk* programme, centred around the theme “Your Brain in the Classroom.” This session explored how our brains influence our behaviour, our ability to focus, and ultimately our success in learning. Students considered how distractions, impulses, and habits can affect classroom conduct, and importantly, how these can be managed to reduce disruption.

This learning linked closely with our ongoing focus on identifying and addressing the impact of low-level disruption. By understanding how the brain works, students are better equipped to take responsibility for their actions, make positive choices, and contribute to calm, purposeful learning environments. Developing this self-awareness is a key step in ensuring that all students can learn effectively and reach their full potential.

In Other News

It has been another positive week across the school, with students continuing to engage well in lessons and respond to our clear expectation: and learning. Our sustained focus on punctuality to lessons is beginning to have a noticeable impact, helping to create more consistent and productive classroom environments.



Looking Ahead to Next Week



Next week, our Thought for the Week will mark Mental Health Awareness Week, providing students with the opportunity to reflect on the importance of maintaining good mental health and supporting one another.

In the News, students will explore the ongoing conflict in Iran and the Middle East, helping them to develop a broader understanding of global events and their impact.

We also look forward to welcoming families of Year 7 and Year 8 students for their academic tutorials next week. These meetings are an important opportunity to review progress, celebrate successes, and strengthen the partnership between school and home in supporting every student’s achievement.



08/05/26
Weekly Winners

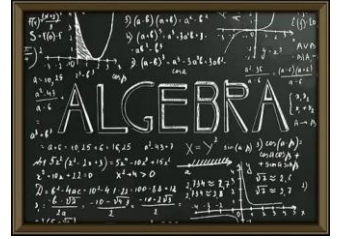
Esme Owen
Rinoa Windeler
Nyla Tohill
Max Messenbird
Loobie Wright
Leya McDonald
Lilly Johnson
Jazmyn Taylor
Charlie Griffiths

Year 10 Algebra Exam

The Maths Department wants to congratulate the 63 Year 10 students who took on the Edexcel Level 2 Algebra Award exam this week. We are all very proud!

It's a tough challenge, and they showed real commitment and confidence in giving it their best. Tackling a qualification like this in Year 10 is a fantastic achievement, and we can't wait to celebrate their results when they arrive.

A massive well done to all students involved!



Summer Term 2026 After School Clubs

Department	Club	Day	Time	Room	Staffing
Art	KS4 Art and Design GCSE Club	Thursday	3:15 – 4:00	L105/104	GHS/VFX
English	Book Club	Thursday	3:15 – 4:00	English Dept	NVH and team
English	Creative Writing Club	Thursday	3:15 – 4:00	U107	EBG/EPE
English	Year 11 Homework Support	Tuesday A	1:45 – 2:15	English corridor	LKG
English	KS4 Drop-in support	Friday B	3:20 – 4:20	U103	LKG
French	French Homework Club	Wednesday	3:15 – 4:00	Y101	CFY
Geography	Geography Film Club	Thursday	3:20 – 4:15	U004	VNS
Music	Steel Pans - Student Group 1	Monday	3:30 – 4:30	L19	DBK/JDE
Music	Steel Pans - Student Group 2	Monday	4:30 – 5:30	L19	DBK/JDE
Music	Soul Band	Thursday	3:20 – 4:00	L19	DBR
Music	Piano Club & Music Technology	Thursday	3:20 – 4:00	L110	DBR
Music	Glee Vocal Club	Wednesday	3:20 – 4:00	L19	PTG
PE	Cricket	Monday - Break 1	10:55 – 11:20	Astro Turf	MGD
PE	Cricket	Monday - Break 2	11:20 – 11:45	Astro Turf	AMN
PE	Cricket	Tuesday - Break 1	10:55 – 11:20	Astro Turf	GCI
PE	Cricket	Tuesday - Break 2	11:20 – 11:45	Astro Turf	JWR
PE	Athletics	Tuesday	3.30 – 4:15	Sports Field	All Staff
PE	Cricket	Wednesday - Break 1	10:55 – 11:20	Astro Turf	RTR
PE	Cricket	Wednesday - Break 2	11:20 – 11:45	Astro Turf	JKG
PE	Tennis	Wednesday	3.30 – 4:15	Tennis Court	JWR/AMN
PE	Rounders	Wednesday	3.30 – 4:15	Sports Field	GCI/ARY
PE	Softball	Wednesday	3.30 – 4:15	Sports Field	MGD
PE	Cricket	Thursday - Break 1	10:55 – 11:20	Astro Turf	OWY
Science	Gardening Club	Wednesday	3:20 – 4:15	L006 / Science garden	SWT
Study Club	Study Club	Tues-Fri	3.15 – 4:15	G105/2	RKG
Youth Club	Youth Club	Tuesday	3.30 – 5:00	Heart Space	AOS

Year 10 – Young Leaders

On Friday 8th May, six of our Year 10 young leaders supported a Primary Netball Tournament hosted at Passmores.

The day included umpiring across 4 netball courts and officiating multiple games for the primary event.

Their hardwork, leadership skills and effective communication resulted in a smooth and successful tournament.

Well done girls for representing Passmores!



London Job Show, 15th & 16th May 2026 at Westfield Shepherds Bush

Register for free at [London Job Show - May 2026](#)

Young Economist of the year Competition (sponsored by KPMG)

For students in Years 10–13. Students can enter individually or in groups of up to 5.

- **Task:** Submit an essay, presentation, or video/audio answering one of five economics questions (e.g. GDP vs happiness, free trade, dynamic pricing, billionaires, or AI and growth).
- **Deadline:** 29 June 2026
- **What happens next:**
 - 5 shortlisted entries announced September 2026
 - Finalists present at KPMG offices in October 2026 (10-minute presentation + Q&A)
- **Purpose:** Encourage diverse students to engage with contemporary economic issues and share original ideas.

To find out more and apply, go to [Young Economist 2026 | Discover Economics](#)

Year 9 & 10 Work Shadowing Day, Thursday 2nd July

Work shadowing is a fantastic opportunity for students to gain a real insight into the world of work and to be given the chance to observe a job role which may be of specific interest for future career choices. Letters have gone out to year 9 and 10 parents/carers about this opportunity. Students will need to work with family or a close friend of the family. The deadline to find a placement is Friday 5th June 2026.

On the letters, there is a link to a google form, to be completed once the student knows where they are going. Any questions, please contact j.kay@passmoresacademy.com or t.bassett@passmoresacademy.com.

Apprenticeship Hub Live Online Event, Wednesday 13th May, 6.15-7pm

This event is for students, parents and carers to attend. You will hear from those working in the tourism sector, rail and air and learn about apprenticeship opportunities.

Click here to book [Your Journey Starts Here: Travel and Logistics Apprenticeships Tickets, Wednesday, May 13 • 6:15 PM - 7 PM GMT+1 | Eventbrite](#)

CRE8

Broxbourne Open Event, Monday 18th May 7.00pm

Bishops Stortford Open Event, Monday 18th May 7.00pm

Year 10 & 11 students are invited to attend one of the above open events to learn more about **post-16 creative industry pathway with CRE8**.

CRE8 delivers **Level 3 Creative programme (equivalent to 3 A Levels)** where students learn through real projects, practical work and portfolio building - not just sitting in classrooms. Students develop skills linked to fast-growing modern careers such as:

Film, TV & Video Production
Photography & Visual Storytelling
Graphic, Digital, Product, Fashion & Brand Design
Interior, Spatial, Architecture & Environmental Design
Game Design, Gaming, Animation, VFX & Interactive Media
Social Media, Advertising & Digital Marketing
Podcasting, Audio Production, Music & Broadcasting
Events, Travel, Tourism & Experience Industries
Sports Media, Journalism & Content Creation

This is ideal for students who want to **create, design, produce and build something real**.

Use the link on the poster on the next page or QR code to attend.

CR E8.

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CREATE
DESIGN
PRODUCE
INSPIRE

UPCOMING EVENTS



ONLINE INTRODUCTION EVENING
Monday 18th May
7:00PM

Join us online to discover how CRE8 works,
explore career opportunities, learn about
September 2026 entry and get your
questions answered.



ON-CAMPUS TASTER EVENT
Tuesday 26th May
2:00PM

WOODSIDE STADIUM

Experience CRE8 first-hand, meet the team,
explore the environment and take part in
creative taster activities.



BISHOP'S STORTFORD CAMPUS

WOODSIDE STADIUM, BISHOP'S STORTFORD, CM23 5RG

EXPLORE AREAS INCLUDING:



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VIDEO PRODUCTION



SOCIAL MEDIA,
ADVERTISING &
DIGITAL MARKETING



PHOTOGRAPHY &
VISUAL STORYTELLING



GRAPHIC, DIGITAL,
PRODUCT, FASHION
& BRAND DESIGN



INTERIOR, SPATIAL,
ARCHITECTURE &
ENVIRONMENTAL DESIGN



PODCASTING, AUDIO
PRODUCTION, MUSIC
& BROADCASTING



EVENTS, TRAVEL,
TOURISM & EXPERIENCE
INDUSTRIES



SPORTS MEDIA,
JOURNALISM & CONTENT
CREATION



GAMING MEDIA,
GAMING, ANIMATION,
VFX & INTERACTIVE MEDIA

TURN YOUR
CREATIVITY
INTO YOUR
CAREER



**REGISTER
YOUR PLACE**

Please complete the form to attend either event:

<https://forms.gle/a1Jri2C4KPLXgCBg6>

apply@learntoocre8.com



🌱 PRACTICAL LEARNING
NOT JUST EXAMS

★ REAL PROJECTS
INDUSTRY-STYLE BRIEFS

📁 BUILD A PORTFOLIO
FOR YOUR FUTURE

🎓 PROGRESSION TO
UNIVERSITY, APPRENTICESHIPS
OR EMPLOYMENT



Don't wait for autumn – our Open Evenings are summer-only! Book now or miss out.

— OPEN — EVENINGS

**For September 2027 entry
1st & 2nd July 2026, 4-9pm**



Attention year 10s
Scan here to book!



Year 11s welcome

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ANY OTHER INFORMATION

KEY CONTACT INFORMATION

School Address

Passmores Academy, Traces Road, Harlow, Essex, CM18 6JH

Main Telephone

01279 770800

passmores@passmoresacademy.com

Student Absence

Report via the  Arbor app

Change of Contact Details

h.day@passmoresacademy.com

Student Services

pastudentservices@passmoresacademy.com

First Aid

pafirstaid@passmoresacademy.com

Extra-Curricular Clubs

h.day@passmoresacademy.com

Account / Trips

s.hodges@passmoresacademy.com

Homework

datateam@passmoresacademy.com

Free School Meals

pastudentservices@passmoresacademy.com

For a full list of staff contact details, click [here](#)

Exam Invigilators... We're Hiring!

Would you like to become an Exam Invigilator?

We have dates available throughout the year with hours to suit you.

The hourly rate is £13.03.

If you would like to apply, or would like more information, please contact Sally Beatty:
s.beatty@passmoresacademy.com



What is an Exam Invigilator?

An exam invigilator is someone appointed by an educational institution to maintain proper conduct in an examination in accordance with exam regulations. Typically, the main duty of an exam invigilator is to watch examination candidates to prevent cheating. The purpose of exam invigilating is to ensure each candidate sits the examination under equal conditions.

Reporting An Absence

If you need to report your child absent from school, please ensure you are following the correct procedure on Arbor.



If notifying us via the app:

- Click on the 3 lines (at the bottom left of the dashboard).
- Log Absence (green bar at the top)
- Complete the information and click 'Log Absence'

If notifying us from a web browser:

- Click on the 'Quick Actions' button
- Click 'Attendance'

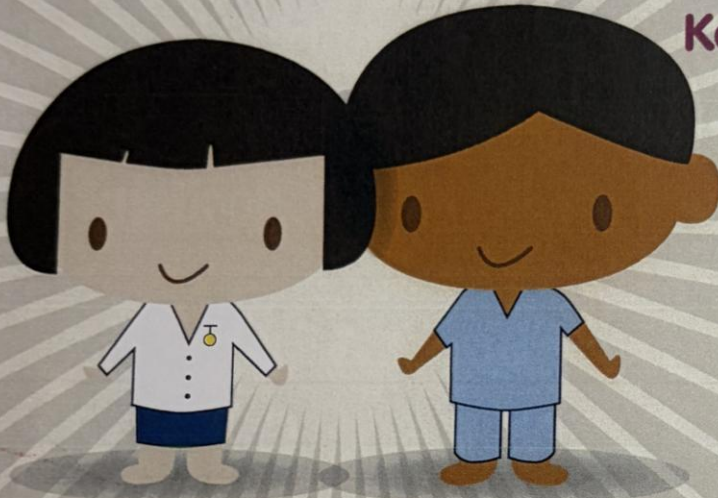
FORTHCOMING EVENTS

Thursday 14 th May	Year 7 & 8 Academic Tutorials
Monday 25th – Friday 29th May	Half-Term
Monday 1 st June – Friday 17 th July	Summer Term 2
Friday 17th July	End of Term Early Finish for Students

Your School Nursing Service

Someone you know and can trust...

Your School Nursing Service can work both in and out of School to help provide or find you support about:



Keeping Healthy

Immunisations

Emotional Health

Weight Management

Sexual Health

Drugs and Alcohol

Smoking

We can also help make sure that young people with disabilities, long term illness, or other needs can receive extra support when they need it. If we can't provide the help ourselves, we will connect you with someone who can.

Confidential

We provide a confidential service. This means that you can discuss personal information in confidence. We will not discuss your personal information with anyone else without your permission. This includes parents and teachers. We would only pass on your information in order to protect you or someone else from serious harm. Whenever possible we would discuss this with you first.

Qualified

School Nurses or Specialist Community Public Health Nurses are qualified nurses or midwives with specific graduate level education, and work with a team to support you.

Non Judgemental

We are here to help, not to judge.

When and Where can I Access my School Nursing Service?

Every Tuesday

10.55 - 11.45 am

In the A/C.

What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 91% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

WHAT ARE THE RISKS?

ALGORITHMIC EXPOSURE

Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.

WEAPONS AND CRIMINAL RISK

Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection'; however, carrying a weapon increases the risk of victimisation (harm and injury by others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.

SHARING VIOLENT CONTENT

Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.

FEAR, ANXIETY, AND MARGINALISATION

Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, attacks, and fights – or content that appears to glamorise gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also create disproportionate harm for children belonging to those groups.

AVOIDANCE AND ISOLATION

Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in avoidant and isolating behaviours, which may negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling judged for spending time together in large groups, which may affect their social interactions and leisure time.

Advice for Parents & Educators

STAY INFORMED

Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Remind them never to share violent content online and to speak to a trusted adult instead.

TALK CRIME AND SAFETY

In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: "What could you do if you feel unsafe?" Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.

DISCUSS SOCIAL MEDIA

Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost where to get support and advice, such as reportharmfulcontent.com.

ENCOURAGE POSITIVE ACTION

Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via childline.org.uk.

Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.



#WakeUpWednesday

The National College

See full reference list on our website

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or

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