

# Newsletter

Friday 24<sup>th</sup> January 2025 Issue 17



Passmores  
ACADEMY



Dear Parents/Carers,

This week saw us welcoming the knife arch to school for the first time. Of course we had questions about the timing, but it was something that we had always planned to do this half term, and we felt the timing was relevant given recent events. We successfully managed to get over 1000 students through the arch before the start of the day, with only seven activations for non-offensive articles such as keyrings and mobile devices. The police were complimentary of how well our young people conducted themselves and we look forward to doing this again later in the year.

Our Catering Manager, Jackie Montgomery, has tasked our school council with solving a mystery of vanishing cutlery and bowls. Taking the facts and information given to them, together they have created a presentation for all students, to consider how to better spend £3200 - this is the potential cost of the loss. With prizes to support a campaign for change their aim is to positively impact on the choices being made and to reduce the unnecessary loss. This would be the ideal situation rather than having to change the menu. Let's see how well they do!

**Natalie Christie**  
[Principal of Passmores Academy](#)

2 TOP PASSMORES POINTS ACHIEVERS

3 PASTORAL UPDATE

5 SUBJECT INFORMATION/UPDATES

8 SPORT/PE UPDATES

11 CAREERS NEWS

13 ANY OTHER INFORMATION

15 FORTHCOMING EVENTS

## USEFUL LINKS

[Parents/Carers Letters](#)  
[Clubs and Activities](#)  
[School Calendar](#)  
[ParentPay](#)



## TOP PASSMORES POINTS ACHIEVERS

17<sup>th</sup> to 23<sup>rd</sup> January 2025

Smith, Luke	Year 7	43
Tedder, Archie	Year 7	43
Howe, Bailey	Year 7	42
Leeson, Alfie	Year 7	42
Smeed, Harley	Year 7	41
March, Sam	Year 7	37
Owen, Amelie	Year 7	37
Maylen, James	Year 7	36
Morton, Charlie-James	Year 7	35
Labdon, Cian	Year 7	34
McIntosh, Jack	Year 7	34

Klarzak, Leon	Year 8	33
Hodson, Fin	Year 8	32
Osagie-Ighodaro, Jennifer	Year 8	31
Beckwith, Olivia	Year 8	30
Ricketts, Rachel	Year 8	29
Brandle, Aiden	Year 8	28
Gale, Archie	Year 8	28
Kingsland, Liam	Year 8	28
Ellis, Paige	Year 8	27
Norton, Florence	Year 8	27

Brown, Charlie	Year 9	34
Parlour, Layton	Year 9	27
Redding, Jack	Year 9	26
Watters, Katie	Year 9	26
Hill, Sadie	Year 9	25
White, Lilly	Year 9	25
Sowunmi, Ronel	Year 9	24
Buhaescu, Fabiana	Year 9	23
Griffiths, Charlie	Year 9	23
Arber, Matthew	Year 9	22
Benge, Maddie	Year 9	22
Cudmore, Samuel	Year 9	22
Parnham, Bailey	Year 9	22
Pullum-Ward, Isabella	Year 9	22
Tuna, Masal	Year 9	22

Morris, Elissa	Year 10	33
Dack, Benjamin	Year 10	31
Dolling, Tommy	Year 10	29
Goody, Rebecca	Year 10	27
Rossiter, Bailey	Year 10	26
Kamara, Abdul	Year 10	24
Man, Charlotte	Year 10	24
Foster-Gaish, Lily-May	Year 10	23
Zalinski, Adrian	Year 10	23
Chindris, Stefan	Year 10	22
Reid, Maisie	Year 10	22
Wejman, Dawid	Year 10	22

Kearns, Connie	Year 11	30
Hall, Charlie	Year 11	28
Labalpiny, Erin	Year 11	27
Webb, Macey	Year 11	25
Cobie, Izzy	Year 11	24
Howard, Georgia	Year 11	22
Mustafa, Emin	Year 11	22
Beckett, Emily	Year 11	21
Gammons, Delilah	Year 11	20
Horton, Charlie	Year 11	20

### Year Group Attendance (13<sup>th</sup> to 17<sup>th</sup> January 2025)

Year 7	89.17%
Year 8	88.17%
Year 9	86.72%
Year 10	87.28%
Year 11	86.89%
<b>All Students</b>	<b>87.67%</b>

## PASTORAL UPDATE

### Thought for the Week



This week, students explored themes of **exclusion vs. inclusivity** through the lens of *Wicked: The Movie*. Key themes discussed included:

- **The harm of exclusion:** A central theme of the movie is the exclusion of others because they are different. Students reflected on the importance of kindness and why bullying is unacceptable.
- **Real-world parallels:** Some have interpreted the movie as highlighting racism, with students considering how this might be reflected in media coverage of the film itself.
- **Staying true to values:** Elphaba's journey in the movie illustrates the importance of remaining true to one's beliefs and values, even under pressure from peers or authority figures.
- **Standing up for what is right:** Students discussed how, in some situations, standing up against those in power is necessary to challenge harm, and they considered the democratic channels available to do so in our world.

### In the News

This week's *In the News* segment resumed the focus on **knife awareness**. Students explored key facts and figures about knife crime locally and nationally and reflected on the impacts and consequences through a recent episode of *Coronation Street*. These discussions emphasised the ripple effect of knife crime, extending beyond the victim and perpetrator to the wider community.

### Other News

- **Year 11 Passport to Prom Assembly:** Year 11 students attended an assembly reminding them about the requirements to secure their **Passport to Prom**. They also engaged in targeted revision tasks for maths, science, and English during Pastoral Curriculum Time to support their exam preparation.
- **Year 9 GCSE Options Process Begins:** Year 9 students had an assembly to start the exciting process of **choosing their GCSE options**, a significant milestone in their educational journey.

### Looking Ahead to Next Week

- **Thought for the Week:** Students will mark **Holocaust Memorial Day** with sessions reflecting on the importance of remembrance, the lessons of history, and the need to challenge prejudice and hate.
- **In the News:** Knife crime awareness will continue with **Session 2**, delving deeper into the topic.
- **Year 10 Rising Futures:** The Rising Futures cohort will participate in their **fourth coaching session**, focusing on personal development and aspirations.
- **Year 11 Practical Exams:** Year 11 students will begin their **Hospitality and Catering practical exams**, a key step toward completing their course requirements.

As we continue through the term, we are proud of the way our students are engaging with these important themes and challenges. Here's to another productive week ahead!



# CAUGHT DOING GOOD...

(Monday 20<sup>th</sup> to Friday 24<sup>th</sup> January 2025)







Year 7	Year 8	Year 9	Year 10	Year 11
Olly Mahon Alfie Thornton Lacey Fry Poppy Perkins Harley Byrne	Dylan McAulay Nela Ozimek Liam Kingsland Alvin Mati Max Jones	Kieran Miller Sadie Hill Rhys Hockley Ronnie Hills Max Kane	Xander Munns Leya McDonald Lacey Young Caiden Silver Frazer Anderson	Olivia Donoghue Karis Barrett Olivia Bullock Louie Matthews Victor Erikume



Chit Chat *and* Chocolate



			
Sophie Addison	Riley Root	Molly-Rose Harman	Lillie-Rose Jones
Theo Dedrick	Tuba Farooq	Timy Pascal	Lois Nunn
Imani-Saoirse Jezzard	Jayda Childs	Adam Reynolds	Erin Wilson
Macie Stannard	Leia Walker	Emily Wheatley	Elsiemay Cooper

## Year 11 Period 5 Schedule - Spring Term

Week 1				
Day	Subject	Focus	Time	Room(s)
Monday				
Tuesday	3D Design	Targeted students	3:15 - 4:15	D002/D003
	Computer Science	Whole cohort	3:15 - 4:15	G105
	English	Whole cohort	3:15 - 4:15	Upstairs Unicorn
	Geography	Whole cohort exam prep	3:15 - 4:00	U005
	Hospitality & Catering	Whole cohort	3:15 - 4:15	D104/D105
	Maths	Grade 1-2	3:15 - 4:15	G005
	Photography	11Y Photography	3:15 - 5:00	D101
	Textiles	11Y Textiles	3:15 - 4:30	D103
Wednesday	3D Design	Whole Cohort	3:15 - 4:15	D002/D003
	Citizenship	Whole cohort	3:15 - 3:50	U001
	Child Development	Whole cohort exam prep	3:15 - 4:00	G106
	English	Poetry focus/Christmas Carol	3:15 - 4:15	U105/U108
	French	Targeted students	3:15 - 3:45	Heartspace
	History	Whole Cohort	3:15 - 4:00	U007
	Maths	Students aiming for 4	3:15 - 4:00	G104
	Maths	Grade 5+	3:15 - 4:00	G005
	Maths	Grade 6+	3:15 - 4:00	G003
	Spanish	Aiming for up to grade 5	3:15 - 4:00	L103
Thursday	3D Design	Targeted students	3:15 - 4:15	D002/D003
	Art	Whole cohort	3:15 - 4:15	L104/L105
	Computer Science	Creative and Technical Enterprise	3:30 - 5:00	G105
	French	Targeted students	3:15 - 3:45	Heartspace
	Music	Composing coursework	3:15 - 4:00	L110
	Photography	11Y Photography	3:15 - 4:30	D101
	Psychology	Exam practice	3:20 - 4:00	U002
	Textiles	11Y Textiles	3:15 - 4:30	D103
Friday	3D Design	Whole cohort	3:15 - 4:15	D002/D003
	Citizenship	Whole cohort	3:15 - 3:50	U001
	Drama	Whole cohort	3:20 - 4:20	L110
	Psychology	Whole cohort	3:20 - 4:00	U002
	Spanish	Aiming for 5+	3:15 - 4:00	L103
	BTEC Sport	Coursework	3:20 - 4:00	Y005



Year 11 Period 5 Schedule - Spring Term

Week 2				
Day	Subject	Focus	Time	Room(s)
Monday				
Tuesday	3D Design	Targeted students	3:15 - 4:15	D002/D003
	Computer Science	Whole cohort	3:15 - 4:15	G105
	English	Whole cohort	3:15 - 4:15	Upstairs Unicorn
	Geography	Whole cohort exam prep	3:15 - 4:00	U005
	Maths	Grade 1-2	3:15 - 4:00	G005
	Photography	11Y Photography	3:15 - 5:00	D101
	Textiles	11Y Textiles	3:15 - 4:30	D103
Wednesday	3D Design	Whole cohort	3:15 - 4:15	D002/D003
	Child Development	Whole cohort exam prep	3:15 - 4:00	G106
	Citizenship	Whole cohort	3:15 - 3:50	U001
	English	Poetry focus/Christmas Carol	3:15 - 4:15	U105/U108
	French	Targeted students	3:15 - 3:45	Heartspace
	History	Whole cohort	3:15 - 4:00	U007
	Maths	Students aiming for 4	3:15 - 4:00	G104
	Maths	Grade 5+	3:15 - 4:00	G005
	Maths	Grade 6+	3:15 - 4:00	G003
	Spanish	Aiming up to grade 5	3:15 - 4:00	L103
Thursday	3D Design	Targeted students	3:15 - 4:15	D002/D003
	Art	Whole cohort	3:15 - 4:15	L104/L105
	Computer Science	Creative and Technical Enterprise	3:30 - 5:00	G105
	French	Targeted students	3:15 - 3:45	Heartspace
	Music	Composing coursework	3:15 - 4:00	L110
	Photography	11Y Photography	3:15 - 4:30	D101
	Science	Whole cohort	3:15 - 4:00	L003
	Textiles	11Y Textiles	3:15 - 4:30	D103
Friday	3D Design	Whole cohort	3:15 - 4:15	D002/D003
	Citizenship	Whole cohort	3:15 - 3:50	U001
	Drama	Whole cohort	3:20 - 4:20	L110
	Psychology	Targeted 6+	3:20 - 4:00	L006
	Psychology	Whole cohort	3:20 - 4:00	U002
	Spanish	Aiming for grade 5+	3:15 - 4:00	L103
	BTEC Sport	Coursework	3:20 - 4:00	Y005

### Gizmo Review

On Thursday evening, an intimate audience were treated to a performance of “Gizmo” by Alan Ayckbourn, care of the GCSE Drama Year 11 cohort.

“Gizmo” is the set text for this cohort; what this means is that learners will be asked questions on this text in their written exam in May. The questions will focus on staging the text with consideration given to characterisation, acting skills used, directorial decisions and design elements such as lighting, sound, costume and set. In order to prepare them for this exam, pupils are tasked with putting together their own performance of the play, which includes running their own rehearsals, directing each other, making choices about costume and taking responsibility for scene changes and scenery during the show, as well as delivering their own individual character performances.

Another learning aspect to this task is to help prepare learners for their final unit, “Presenting & Performing Texts”. This unit requires candidates to perform two extracts from one text to a visiting examiner. They are marked on their use of acting skills and clarity of communication of meaning to the audience, alongside achieving their artistic vision for the two extracts. What better way of preparing for this than by taking responsibility for a whole show first?!

So, returning to our performance... after a fretful week with worries over learning lines, remembering where to stand and what scenery or props to move or use, the class successfully pulled it off! A sterling job was done by the cast and once again they have proved that it all comes together in the final moments... great for them, not so good for their teacher, who definitely has more grey hairs at this end of this week than at the start!

It was a lovely evening, an entertaining show and a fabulous opportunity for some quality learning through experience to occur.

We will be back next week, on Wednesday 29th January, with our drama clubs showcase night. Doors open at 6pm, first play at 6.15pm. Ticket cost is £2.00 (to help cover costs).

It would be lovely to see you there, we already have 89 tickets sold! Tickets can be purchased here: [Drama Club Showcase](#) , alternatively £2.00 cash can be paid on the door (correct change is desirable!).

We look forward to seeing you all there.



## Science

Year 11 - Extra-Curricular Science Topics:

<b>23<sup>rd</sup> January</b>	Biology - Antibiotics <b>OR</b> Physics - Velocity and Acceleration
<b>30<sup>th</sup> January</b>	Chemistry - Neutralisation and Concentration <b>OR</b> Physics - Stopping Distances
<b>6<sup>th</sup> February</b>	Physics - Kinetic Energy and Energy <b>OR</b> Chemistry - Potable Water
<b>13<sup>th</sup> February</b>	Chemistry - Neutralisation Core Practical <b>OR</b> Physics - Waves

Rooms are allocated on the day. Students should make their way to the science corridor on Thursdays after school and they will be directed to the allocated rooms for each session.



## SPORTS/PE UPDATES

This week our fixtures started rolling in and the week began with our Year 11 Boys football team playing against one of our local Harlow rivals Stewards in what has been called the PCLC Derby. A full report of this game is provided on the next page by our in-house journalist Mr Lovell, so I won't spoil the result yet!

On Thursday night we had two fixtures taking place, Firstly our year 7s and 8s took the short journey again over to St. Mark's for the Harlow District basketball competition. Heading there with high spirits we were thrown into a very tough contest immediately. As always from our Passmores students, we were immensely proud of their performance and how they represented themselves and the school. We did lose both games in the competition, but there will be other opportunities to seek our revenge.

Additionally, our Year 8 boys were playing Stewards in what was the second PCLC Derby in a week, again our Year 8s showed us what unbelievable team spirit and character they have as they went on to beat Stewards with a 3-0 win.

Don't be fooled by this scoreline, the game was anything but easy; it was a well fought and well worked victory, but no one could argue that we deserved the win.





## Match Report: Passmores 2-0 Stewards

Tuesday evening saw the Passmores 1st XI exact glorious revenge on near-rivals Stewards as the Hallowed Astro hosted a wobbly but ultimately satisfying 2-0 victory. It was a match of inconsistent quality which was won through Passmores Triple H tribute act, Harrys Lee, Smith and Dorrington combining throughout the game to take the Stewards boys to the Undertakers.



Supporters were back in force and feeling positive before kick-off, albeit being forced to watch behind bars. Midfield mainstay and engine room Jack Boyce, out injured with a bad case of madeupexcuseitis, suggesting the game would be close but 'We should have enough'.

The early exchanges were dominated by Passmores and Steward's back four looked nervy, twice being pick-pocketed by presser extraordinaire Harry Lee who showed tricky feet on the edge before firing wide with his left foot.

Miniature Midfield Maestro Harry 'H' Dorrington, ironically head and shoulders above the other players on the pitch, then showed his own quality, escaping two players with a silky drag-back before whipping the ball teasingly across the 6-yard box. Somehow, both Lee and Smith failed to connect, and the ball flashed harmlessly off for a throw.

Passmores were dominating and looking comfortable – enter usually dependable centre back Tommy Newnham to add some spice to the fixture. Receiving the ball at the back under pressure he attempted a bizarre Cruyff turn. The Stewards' #7, the pantomime villain, the captain, the dangerman was in on goal. That was until Emin Mustafa sped across to spare the blushes of Newnham, calmly passing back to Adams in net.

From this point on the game settled into an all too familiar rhythm. Passmores were dominating possession and chances; they simply couldn't find the back of the net. Dorrington, now drifting to the right-hand side, found Mustafa on the edge in space but he took a moment too long and his shot was tame. Seconds later the tireless Lee thought he was in, stealing the ball again from a Stewards defender he drove forward to get himself 1 on 1 with the keeper at an acute angle. He tried to curl it with the outside of his boot but missed the target entirely. Nerves were beginning to fray.

Stewards huffed and puffed and began to feel their way into the game, but their possession went nowhere as their forwards were well marshalled by Newnham and rock-solid Ilya Bull at the back.

The next chance was again conjured from the wand of Dorrington's right foot, a searching corner which found Newnham in the 6-yard box completely unmarked, but his header lofted disappointingly over the bar.

At this point Stewards showed they were still in the game. A hopeful long ball was sent towards #7 who showed his own bull-like strength to outmuscle the otherwise perfect Bull. His chipped finish hit the bar and, with the great gods of football smiling on Adam's goal, the rebound was somehow sent over from less than 2-yards out. The Passmores Faithful were feeling nervous and once again it was star man Dorrington who stepped up to try and unlock the defence. First, he sent another peach into the box which eluded Passmores attackers and then, with moments left he slalomed past 3 defenders in one movement before releasing Smith who couldn't find the angle for the shot.

The half-time break seemed to buoy Stewards and they came out the blocks ready for action. #7 was dangerous on the counter and it took a timely intervention from Bull to come across and block a goal bound shot to keep the score at 0-0.

*To be continued on next page...*

Once again, and I'm getting tired of writing it, Dorrington showed his class in the middle. Receiving the ball in the right-hand half-space, he twisted and turned past two defenders, leaving one literally sat down on the floor like a naughty toddler. So smooth, so silky, so composed, he sent a curling, curving through ball into Lee who couldn't nip in ahead of the keeper to tap home. Moments later he span away from his marker, strode forward and clipped a through ball into Smith but his first time finish just slipped wide.

Manager Martin was steaming on the sidelines, lambasting his players with cruel nicknames and an unceasing tirade of dad-jokes, but somehow, his Mourinho-esque man management couldn't help them break the deadlock. Even a majesterio through ball from usually ponderous central midfielder Matthew Montgomery couldn't do it. A towering destroyer, usually busy breaking up play and crashing into opponents was suddenly possessed by the spirit of Kevin De Bruyne, pulling off an outrageous curling through ball to Lee who beat the first man, cut back past another but poked his finish agonisingly onto the post when the cut back was on.

Would Passmores ever find the finishing touch?

An out of sorts Bobby McDonald then lost the ball in a dangerous position but a full-blooded recovery tackle from Newnham kept Passmores alive. It was a timely reminder for Passmores that should they not put this match to bed, the dog was very much alive in Stewards.

McDonald, clearly keen to make amends for a frustrating performance on the right of midfield, then did brilliantly to keep the ball alive under intense pressure. His drag-back and smart footwork fed the ball into Smith's feet who laid back to Dorrington who hit a sublime first-time pass over the top for Lee to latch onto. The Passmores Faithful held their breath, expecting another chance to go begging but were rewarded with what can only be described as a finish cheekier than a Friday night Nandos. With the keeper bearing down on him, Lee simply lofted the ball over his head and into the empty net to make it 1-0.

Lee had his head up now and his magnificent roulette on the left wing to beat his opposite man had the Passmores crowd on their feet and roaring. With only 5 minutes to play Passmores had a glorious opportunity to put the game to bed when they were given an indirect free-kick meters from the goal line. A slightly heavy pass from Smith asked too much of McDonald whose goal bound shot was blocked. The ensuing corner was another beauty from Dorrington but once again Newnham's head was momentarily replaced with a 20p piece, and the ball flew over.

With the score at 1-0 and Passmores dominating it fell to keeper Adams to keep the match interesting. In a moment of madness and confusing geometry, a speculative effort which was heading wide was inexplicably palmed back towards the goal by Adams. To his credit, he then made a superb recovery save and the resulting cut back was skied over the top. The game was clearly not quite done.

The final act was orchestrated by the consistently excellent Smith. A desperate clearance from Stewards was well controlled by McDonald who then sought out Smith who was running clear. The ball carried over his right shoulder just outside the box and before defender or keeper could react, he had thundered a curling volley into the top bins.

The crowd went bananas, Martin and Lovell shared a precious moment of joy and the ref blew his whistle knowing nothing in a game of football could top that. Final score Passmores two, Stewards nil.

Man of the Match: Harry 'H' Dorrington

Reporter at the scene: A Lovell



Harlow College are holding an Information Evening on **Wednesday 26<sup>th</sup> February** from **4:00pm – 7:00pm** for any adults interested in attending one of their part-time courses starting in 2025.

To find out more, click the link below...

[Harlow College - Part-time & Adult Courses](#)

### **Year 9 Careers Guidance**

If your young person would like some careers guidance in preparation for choosing their options, then please contact our **Careers Adviser - Mrs Kay** on:

[j.kay@passmoresacademy.com](mailto:j.kay@passmoresacademy.com)

Mrs Kay works Wednesday to Friday and will have some availability whilst the Year 11's are doing their mock exams either side of this half-term.



### **Supporting Your Teen Through GCSE & A-Level Exams!**

Help your teen navigate the challenges of exam season with confidence by joining this practical workshop on Friday, 31st January.

Designed specifically for parents, this session will provide valuable tips on how to support your child academically, emotionally, and mentally during their GCSE and A-Level exams. From managing stress to creating effective study routines, you'll gain actionable advice to help your teen perform their best.

[Sign up now](#) and be the supportive guide your child needs during this important time!

## Sixth Form & College Open Dates 2024/2025

Colleges & Sixth Forms	Contact No.	Open Date
BMAT STEM Academy <a href="http://www.bmatstemacademy.org">www.bmatstemacademy.org</a>	01279 621570	TBA
Cambridge Regional College <a href="http://www.camre.ac.uk">www.camre.ac.uk</a>	01223 418200	Sat 25 <sup>th</sup> Jan 10-12.30 Thurs 24 <sup>th</sup> April 4.30-7.00
Capel Manor College, Enfield <a href="http://www.capel.ac.uk">www.capel.ac.uk</a>	08456 122122	Sat 22 <sup>nd</sup> March 10-3pm
Chelmsford College <a href="http://www.chelmsford-college.ac.uk">www.chelmsford-college.ac.uk</a>	01245 265611	Weds 5 <sup>th</sup> Feb 6-8.30 Weds 21 <sup>st</sup> May 6pm
New City College (Epping Forest) <a href="http://www.ncclondon.ac.uk">www.ncclondon.ac.uk</a>	0208 508 8311	Sat 25 <sup>th</sup> Jan
F2 Academy <a href="http://www.vluk rg/course-location/f2academy">www.vluk rg/course-location/f2academy</a>	07525 495818	TBA
Harlow College <a href="http://www.harlow-college.ac.uk">www.harlow-college.ac.uk</a>	01279 868000	Tues 11 <sup>th</sup> Feb 5:00 – 8:00 Weds 30 <sup>th</sup> April 5:00 – 8:00
Hills Road Sixth Form College, Cambridge <a href="http://www.hrsfc.ac.uk">www.hrsfc.ac.uk</a>	01223 247251	TBA
Hertford Regional College <a href="http://www.hertreg.ac.uk">www.hertreg.ac.uk</a>	01992 411400	Tues 4 <sup>th</sup> Feb 5:30 – 8:00 Thurs 1 <sup>st</sup> May 5:30 – 8:00
Sir Frederick Gibberd <a href="http://www.sirfrederickgibberdcollege.org">www.sirfrederickgibberdcollege.org</a>	01279 307235 (c/o Burnt Mill Academy)	Sat 16 <sup>th</sup> Nov 9.30-12.30 <b>Application deadline Fri 31<sup>st</sup> January</b>
St Marks School, Harlow <a href="http://www.st-marks.essex.sch.uk">www.st-marks.essex.sch.uk</a>	01279 421267	Thurs 7 <sup>th</sup> Nov 7pm-9pm <b>Application deadline Fri 7<sup>th</sup> February</b>
Stansted Airport College <a href="http://www.harlow-college.ac.uk">www.harlow-college.ac.uk</a>	01799 513030	Weds 7 <sup>th</sup> May
Writtle College <a href="http://www.writtle.ac.uk">www.writtle.ac.uk</a>	01245 424200	Sat 1 <sup>st</sup> March

## ANY OTHER INFORMATION

### FOPs

On March 28<sup>th</sup>, FOPs are hosting a Talent Show for the students and staff to be involved in, showing off their amazing hidden talents. We can now confirm there will be CASH prizes for the winners as well as goodie bags for the participants! There is still plenty of time for your young person to get involved, they can pick an application form up from Student Services.

Sometimes opportunities knock very quietly – this time the thuds are booming!







## **VACANCIES** **COMMUNITY GOVERNORS**

### **Who we are:**

The Governing Body currently consists of the principal, staff members, parent governors and community governors. We are a friendly team that work with each other and the staff to ensure the students can reach their full potential whilst at Passmores Academy.

### **What we do:**

The governors are interested in ensuring the pupils at the school get the best, and we work towards this by volunteering in a variety of ways. One of our main duties is to meet as a team to discuss and review school policies and other school business. These meetings take place during the evening several times a term and are face to face at the school.

Each of us are linked with specific areas and subjects within the school and we monitor these throughout the academic year by communicating with the staff responsible for these areas, and by spending time in school. We also support the school and pupils in other ways, for example being present at school events such as school events, sports days, and the recruitment of new staff.

### **What makes a good Governor:**

School governors can be employed part time or full time, self-employed, a stay-at-home parent or retired. Formal qualifications are not necessary, just the ability to work as part of a team, have an interest in how the school runs, and be able to ask questions. Training is provided, and the team are friendly and supportive to new members.

### **Interested in joining the team:**

***If you would like more information about being a governor at Passmores Academy or are interested in joining the team, please contact [s.westbrook@pclc.co.uk](mailto:s.westbrook@pclc.co.uk)***

FORTHCOMING EVENTS

Tuesday 7 <sup>th</sup> January 2025	Spring Term 1 Begins
Friday 31 <sup>st</sup> January 2025	INSET DAY (5)
Friday 7 <sup>th</sup> February	FOPs Event
Monday 17 <sup>th</sup> February - Friday 21 <sup>st</sup> February 2025	Half Term
Thursday 6 <sup>th</sup> March	KS4 Hollywood Night
Thursday 20 <sup>th</sup> March	KS4 Options Evening
Friday 28 <sup>th</sup> March 2025	Passmores Got Talent
Thursday 3 <sup>rd</sup> April	Year 9 Parent/Carer Evening
Friday 4 <sup>th</sup> April	FOPs Event
Thursday 24 <sup>th</sup> April	Year 10 Parent/Carer Evening

Update Your  
Contact Info



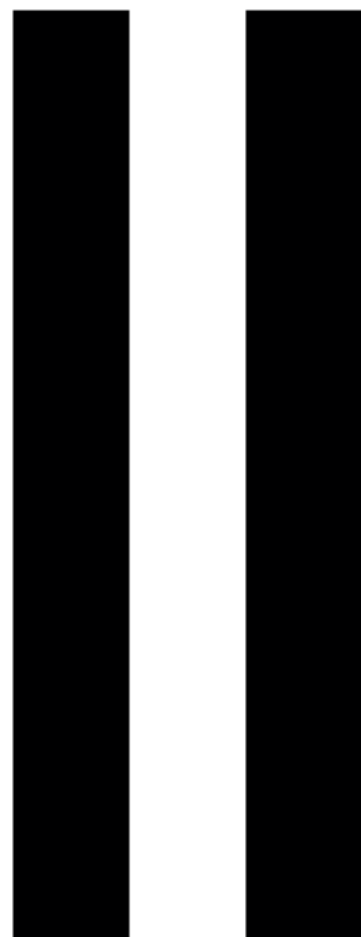
*Moved house? Changed your phone number? Have you let us know?*

Please can you remember to let us know if any of your contact details have changed, so that so that we can update our records.  
You can do this easily by emailing our Data Team:  
[datateam@passmoresacademy.com](mailto:datateam@passmoresacademy.com) or via the Arbor app.



Interested in becoming a primary or secondary teacher?  
Contact Gareth Walsh on [g.walsh@passmoresacademy.com](mailto:g.walsh@passmoresacademy.com)

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[IAN.GRAY@ESSEXCRICKET.ORG.UK](mailto:IAN.GRAY@ESSEXCRICKET.ORG.UK)  
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Essex County Council



# OPEN EVENT

Thursday 23 January 2025 5pm-8pm  
at Stansted Airport College

Book your tickets at:  
[www.stanstedairportcollege.ac.uk](http://www.stanstedairportcollege.ac.uk)



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# What Parents & Educators Need to Know about HEALTH & FITNESS APPS

## WHAT ARE THE RISKS?

Physical wellbeing apps are useful tools for monitoring and improving our health. They allow us to balance nutrition, set goals, track our activities and sleep patterns, and motivate us to exercise. Nonetheless, there *have* been some reported drawbacks; this guide outlines some of these concerns and explains how to use fitness apps safely.

### LACK OF PERSONALISATION

Many apps take a one-size-fits-all approach, failing to account for the varying ages and abilities of children: a 16-year-old, for example, will have different physical needs to a child of 10. This can create unrealistic expectations and set exercises which may be too advanced for younger children or too simple for older ones.

### NOT DEVELOPED BY EXPERTS

Some fitness and wellbeing apps are developed by experts in the field – but a concerning number of them *aren't*. As such, these platforms may contain inaccurate information. They may present safety concerns by giving incorrect advice regarding physical activities or might include age-inappropriate content which would clearly cause more harm than good.

### REDUCED INTERACTION WITH OTHERS

Physical wellbeing apps can remove the social and interactive elements which physical exercise can offer – for instance, meeting people at fitness classes, at the gym or during any other such activities. Research has found that young people generally dislike this aspect of fitness apps, suggesting that they would rather exercise in the company of friends or other like-minded individuals.

### DATA AND PRIVACY CONCERNS

Fitness and wellbeing apps tend to collect a lot of personal information from their users, including name, location, date of birth, details of their physical health and more. It's worth keeping in mind that some of these apps may sell this data to third parties. We'd advise that any apps young people download should have the correct legislation in place to protect their safety and privacy while using the service.

### ADDITIONAL COSTS

While many fitness apps are free to download, the initial content is quite basic. Users will only receive more helpful content (such as new workouts, nutrition advice or a personalised plan) by signing up to a subscription or paying for extra features. This can incentivise users to spend money on the service – a cost which can quickly mount up.

### DEPENDENCY ON THE APP

While physical wellbeing apps can help motivate young users to manage their fitness, there's a possibility that – without being sent frequent rewards and reminders – children could start to lose their natural drive to be active. Young people may also become obsessed with tracking their exercise, health and eating habits: this can have negative effects on their mental and emotional wellbeing.

## Advice for Parents & Educators

### EXERCISE AND SOCIALISE

Highlight the importance of children enjoying fitness activities with family and friends, rather than always exercising alone. Emphasise the fun they can have by interacting with others rather than solely relying on an app to maintain their regime. Remind them of the importance of staying active, as well as the benefits of doing so with company.

### PROMOTE POSITIVE BODY IMAGE

While we want children to be active and healthy, we must also ensure they don't become fixated on how they look and begin take things too far. During childhood and adolescence, the body is still growing and changing. It's vitally important for young people's wellbeing that we promote a positive body image and a healthy relationship with food, empowering them to make informed decisions about their diet and lifestyle.

### REVIEW THE APP FIRST

Before allowing someone under 18 to install a fitness and wellbeing app, check its age rating, read its reviews and scroll through its data policy, to ensure its suitability for younger users. You could also try it yourself, to see if it's appropriate for the child's particular needs and decide if you're comfortable with them using it. Ensure that any privacy-compromising features – such as location tracking – are disabled.

### USE PARENTAL CONTROLS

As with all apps, it's important for parents to familiarise themselves with any controls on the app and to use these on a child's account. The specific settings vary between platforms but – most commonly – these will relate to screen-time limits, disabling or capping in-app purchases, and managing social aspects or features which aren't age appropriate. By utilising these controls, you can help to ensure a child is getting a safe experience.

### Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



The National College®

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/wellbeing-fitness-apps>



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SUNDAY 11TH MAY

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# Let's talk relationships

Relationships, Sex and Health Education survey

Share what's important  
to you in confidence.

Please complete  
this short survey to  
help us best support  
young people.

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FOR DETAILS ON ALL THESE ORGANISATIONS  
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[essexfrontline.org.uk](http://essexfrontline.org.uk)



There are many organisations in Harlow working to offer support, but often people don't know what is out there until they are in crisis.

At Harlow Hive, we have worked to produce a way of increasing awareness of the variety of services available and how to access them. Our aim has been to make this as clear and engaging as possible, and we are very proud of how the communitree has come together.

Follow the branches to a specific area of help and click on the organisations' logos to find out more.



## ☀️ Support Your Teen's Journey ☀️

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From managing emotions to building resilience, our sessions offer valuable insights to help your teen thrive.

Sign up via our website [ACLESsex.com](https://ACLESsex.com) and search by course title or code

The Teenage Brain	(CODE: DOL2C45Y24)	11/02/2025
Understanding Teens	(CODE: DOL4C46Y24)	27/02/2025
Understanding Teenage Anxiety	(CODE: DOL4C47Y24)	27/03/2025



## Spotlight on services... FREE Parenting courses

Did you know, **ACL Essex** has a wide range of parenting courses, some are face to face, some are virtual, some are one off and some are a series. They are all FREE.

Subjects include;

- ☐ SEND support for families
- ☐ Positive Parenting
- ☐ Family Wellbeing
- ☐ Understanding Teens.

ACL will also collaborate with you to provide bespoke courses where you have a cohort of parents.

For further information

[Community & Family Learning - ACL Essex](#)