



Updates for the parents and community of The South Wolds Academy and Sixth Form



UK Youth Parliament Election Win!

By Mr Barton

We are absolutely delighted to share the fantastic news that Harry, one of our year 11 students, has been successfully elected to the UK Youth Parliament. This is an outstanding achievement and one which reflects Harry's commitment, leadership and passion for representing the views of young people.



The UK Youth Parliament is a national organisation which gives young people the opportunity to speak up on issues that matter to them and influence decision-makers at local and national level. Members of Youth Parliament (MYPs) work to campaign on important issues affecting children and teenagers, helping to ensure that young voices are heard.

Being elected to the Youth Parliament is an incredibly competitive process and Harry's success is a testament to the hard work he has put into his campaign. To secure a place, candidates must gain the support and votes of young people across the constituency, making this a significant achievement.



The South Wolds Academy & Sixth Form have been awarded **CyberFirst Gold School** status!
Turn to page 2 for more information.

UK Youth Parliament Election Win!

By Mr Barton

Throughout the election process, Harry demonstrated confidence, determination and a genuine desire to make a positive difference for young people in the community. He should be immensely proud of what he has achieved, and as a school we are extremely proud of him too.

Harry's election is a wonderful example of the ambition, leadership and sense of responsibility we encourage in all of our students. We look forward to seeing all that he achieves in his new role and are excited to follow the impact he will make through the UK Youth Parliament.

Congratulations, Harry, this is a truly remarkable achievement!

More information on the UK Youth Parliament can be found here: [UK Youth Parliament](#)

KEY DATES

- 1st June - Start of Summer Term 2
- 18th June - Year 10 Parents' Evening (online)
- 22nd to 25th June - Trip to France
- 24th & 25th June - Year 6 Intake Days
- 26th June - Sixth Form Prom
- 26th June - INSET Day
- 2nd July - Year 11 Prom
- 6th July - Athletics Week
- 6th July - Year 12 Options Evening (virtual)
- 6th to 9th July - Futures Week
- 7th July - HE Trip
- 9th July - ADT Exhibition
- 9th July - Summer Music Concert
- 16th July - Years 7 to 10 Awards Evening
- 23rd July - Whole School Sports Day
- 24th July - Last day of Summer Term 2. School finishes at 12:30pm.
- 27th July - INSET Day

Gold Standard in Cyber Education

By Mrs Rowe

We're proud to announce that our school has been recognised as a CyberFirst Gold School!

This is a fantastic milestone and a reflection of the school's commitment to building meaningful cyber capability – across curriculum, enrichment, and clear pathways into future careers.

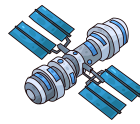
Awarded by the National Cyber Security Centre, CyberFirst Gold recognises schools that are genuinely preparing students for the realities of the cyber profession.

2T Security, who led the East Midlands pilot to support schools through the accreditation process, commented:

“Achieving CyberFirst Gold is no small feat. It reflects sustained commitment, strong leadership, and a willingness to go beyond the standard curriculum to build real cyber capability. South Wolds Academy has embraced the programme exactly as intended by creating opportunities, raising ambition, and helping shape the next generation of cyber professionals in the region. It's exactly why we launched the pilot in the East Midlands.”

A brilliant achievement for our staff, our students and the wider school community.

Space Success for Young Coders



By Mrs Rowe

In the last newsletter, we shared that 2 of our Year 12 students, Bilal and Kenji had written a program to be deployed on the international space station. The program had to collect real data from the Astro Pi computer's onboard sensors and camera, including orientation and motion data, and use this information to calculate the ISS's speed in kilometres per second (km/s).



We had the exciting news that the program has been given flight status! Their program will be deployed on the ISS from April to May 2026. They will get of a copy of the data they captured, plus a certificate in June.

We are very proud of their achievement!

Digital Discovery: Inside Computer Science

By Mrs Rowe

I'm a Computer Scientist, Get me out of here!

Our Year 10 students recently took part in a live webchat on the "I'm a Computer Scientist" platform, exploring how computer networks link to real-world careers. They spoke with professionals including a nuclear control systems engineer, cancer research biochemist, medical statistician, modern workplace engineer and embedded systems engineer.

The event showed how computer science is used across subjects such as maths, engineering, biology and medicine, opening up a wide range of career pathways. Students learned about cloud computing, data centres, AI, coding, salaries, work-life balance, and opportunities for remote working.

Students shared their positive reflections:

"I have a better understanding of different career paths, salaries and work life-balance"

Isabel

"It can be useful in most subjects and gives more career pathways" **Eunice**

"Learning about cloud computing, AI and how big companies really use technology" **Peter**

"There are careers in complex industries like nuclear and cancer research"

Sarim

Overall, students found the session informative and inspiring, helping them see how computer science connects to a wide range of future careers.

Digital Discovery: Inside Computer Science

By Mrs Rowe

ADA Computer Science Spring Challenge

Well done to Maegan and Isaac in year 10 who successfully completed the ADA Computer Science Spring programming challenge. Maegan was lucky enough to win a £10 Amazon voucher!



Cyber Explorers Certification

Well done to Joshua, Briana and Joy for meeting and exceeding the Cyber Explorers requirements and earning themselves the Cyber Champion Certificates!

If you would like to gain your Cyber Explorers certificates and are in Year 7, 8 or 9 – use this link to sign up <https://www.cyberexplorers.co.uk/register/219610F2-5>



Cyber Explorers Cup 2026

We are incredibly proud of students from Key Stage 3 for their outstanding success in the Cyber Explorers Cup 2026. Competing against a national field of 170 schools and 484 teams, we entered four teams, all of whom performed superbly.

Two teams achieved an exceptional result by placing in the national Top 50:

- The Pixel Pals – an impressive 19th place
- The Techy Turtles – a fantastic 21st place

The remaining two teams also delivered strong performances with The Cyber Chompers finishing 62nd and The Codebreaking Collective finishing 114th which is a brilliant achievement in such a highly competitive competition.

Eco Club Adventures

By Mrs Chambers

Our Eco Club have been busy this half term focusing on several exciting themes. We celebrated Earth day on the 22nd April by looking at how we can make our school be more efficient in electricity use. This linked in with this year's Earth day theme of "Our power, our planet" and we designed stickers encouraging everyone to turn lights out after we leave a classroom. We placed these near light switches as a reminder.



We also had a talk from the schools Operations Manager to learn about how the new school build is going to be sustainable with its electricity and water. It was a really interesting conversation, and we look forward to finding out more about it when we meet the architect later this year.

Other projects we have been keen to be involved in is "No mow May" with part of our school leaving the grass to grow for the insects and wildlife to benefit. We also celebrated Sir David Attenborough's 100th birthday on Friday 8th May by having a party. We brought food and drink and pretended to be Sir David by having a go at narrating a documentary as well as playing hangman and Pictionary.



For the month of June we are taking part in The Wildlife Trust's "30 Days Wild". It encourages outdoor adventures and our Eco Club students have been coming up with fabulous ideas of how they will be "going wild" for each day of June. Follow along on our social media pages for our updates. Or come along to H2 on a Monday lunchtime if you want to take part in the activities!



Plans are already afoot for exciting activities this summer!

30 DAYS WILD						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 Make a seed wildflower bomb and plant them	2 Go on a bug hunt - use an insect identifier	3 Hug a tree	4 Play a game outside that uses a ball	5 Make a picture out of leaves, sticks, natural things. Take a photo of your art work.	6 Walk in a nature reserve or a park	7 Go on a walk (collect sticks, leaves, pinecones for an insect house)
8 Make an insect house	9 Go for a breakfast walk in your garden or at a park	10 Read a book outside	11 Litter picking with Mr Manning after school	12 Go for a bike ride	13 Walk your dog (real or imaginary!)	14 Write a poem about nature
15 Put out sugar water for bees and butterflies	16 Go cloud spotting - use a cloud guide to help you	17 Go for a walk through the woods - find the tallest tree (don't be in a park)	18 Make organic animals	19 Star gazing - In your garden or in the Park District whenever you are.	20 Have a picnic outside	21 Go on a bird walk. Use the Merlin app to identify birds. You need Merlin kit
22 Play a game of catch outside and quadrics races	23 Water a plant to help it grow	24 Sit against a tree, close your eyes for 5 minutes. Notice how it makes you feel.	25 Smell a flower, feel its leaves, peels, listen to the sounds around you.	26 Have a go at close up photography - share your photos at next eco club session.	27 Play in a play park or field	28 Go on a rock hunt - collect the best one (ready to paint)
29 Paint a stone outside	30 Draw a picture of a flower you have found outside.					



The Wildlife Trusts

<https://www.wildlifetrusts.org/>



Achievement Awards

By Mr Addis

This year at The South Wolds Academy we have introduced a new range of rewards to recognise all the fantastic work that pupils do in and out of lessons.

These new achievement awards will be presented at the end of each term to pupils who have achieved the level for their year group. Pupils can gain a bronze, silver and gold award as they collect be kind, work hard and aspire achievement points in lessons and around school.

We hope this will, in addition to our weekly achievement awards and break or lunch passes given out in assembly, reward those students who are being kind around school, working hard in lessons and aspiring to be the best they can.

In years 7 & 8, students will need to gain 175 achievements points for bronze, 300 for silver and 450 for gold. These pupils are:

Year 7 - Bronze

Alfie A	Amelia-Lily A	Laurel B	William B	Bobby B	Riley B	Ellie B
Mollie B	Fleur B	Joseph C	Lucy C	Kiarry C	Freddy C	Florence C
Evie G	Matilda H	Charlie H	Joshua H-W	Leonidas K	Keemarley L-D	Stanley L
Nathan M	Jack M	Ava O	Sophia P-G	Logan P	Lucas Q	Aaron R
Isaac S	Brayden S	George S	Oliver S	Ellis S	Joey W	

Year 7 - Silver

Oakley B	Anders C	Mia D	Emily E	Edward F	Lucas H	Alexander H	Hen S	Abigail W
Allegra K	Toska K	Imogen L	Ariana L	Owen L	Evie M	Caoimhe M	Hugo S	Lillie W
Dylan P	Aimee P	Carolyn P	Amelie P	Milly R	Clara Layla S	Georgia S	Isaac T	Phoebe W
		Annabel W	Bailey W	Georgia W	Jessica W	Verity T	Yazhi ni V	

Achievement Awards (part 2)

By Mr Addis

Year 7 - Gold

Dillon S

Year 8 - Bronze

Zachary B	Olivia B	Freddie B	Lucas B	Jessica B	Conor D	Oscar E
Harry F	Maisie G	Zac H	Jacob H	Enzo J	Fergus J	Armaan M
Reuben M-D	Lily M	Rudy N	Charlie P	Blake P	Millie R	Jaxon R
		Luca R-P	Lucas S	Will S	Lily S	

Year 8 - Silver

Ivy B	Belinda B	Montgomery B	Jack C	Jacko C	Reuben C	Matthew C	Owen D
Freya H	Isabella H	Olivia H	Esme H	Archie H	Zoha J	Benjamin K	Janelle L
Leanne L	Danny L	Aimee M	Azaan M	Charlotte M	Daniella O	Freyja R	Sienna R
Elleri R-C	Ben S	Aniya S	Pollyanna S	Edi S	Gracie T	Hugo W	Abby W

Year 8 - Gold

Evie D

Cara H

Sadie S

Achievement Awards (part 3)

By Mr Addis

In year 9, to achieve a bronze award, pupils need to gain 175 achievement points, 300 for silver and 400 for gold. Congratulations to the following pupils who achieved a bronze award in the spring term.

Year 9 - Bronze

Alfie B	Jude B	Nyles B	Tobias B	Harry C-D	Riley C	Evie D	Eva D
Harrison E	Georgie E	Harry G	Charlotte G	Emma H	Betty H	Annabel H	Evie H
Daniel J	Sia K	Harley K	Finn M	Oliver M	Ava M	Harry M	Sebastian N
Simran S	Elizabeth S	Lily S	Herbie S	Jessie S	Amaya Daisy S	Max S	Cody S
Alfie S	Ethan T	Lily W	Ollie W	Cienna W	Annabel W	Leo Z	

Year 9 - Silver

Riley B	Robert B	Millie B	Samuel B	Molly C	Jonah C	Thea F	Owen F
Imogen G	Dre G	Amy H	Jensen H	Alshanta H	Arthur H	Hamza J	Enna M
Briana M	Karina M	Ava O	Emilia M-B	Annabelle P	Katie P	Pia P	Oakley P
Mason R	Joseph R	Max S	Rosario S	Esme S	Charlie S	Hugo S	Alfie S
		Jessica T-H	Sadie W	Brianna W-K	Dylan W		

Achievement Awards (part 4)

By Mr Addis

Year 9 - Gold

Jessica H

Carter K

Bethan M

Harry O

In year 10, to achieve a bronze award, pupils need to gain 150 achievement points, 250 for silver and 350 for gold. Well done to the following pupils who have achieved a bronze and silver award in the spring term.

Year 10 - Bronze

Maegan C

Grace C

Carly C

Ellie C

Toby C

Eddie C

Florence
D-S

Mya F

Daniel F

Thomas F

Peter G

Sebastian
n G

Sophie H

Charlie H

Sarim J

Rocco J

Millie L

Will L

Jakheem
L

Woody
L

Zayaan M

Emilio M

Agnes M

Alfie M

Layla-
Rose M

Isabella
O

Abigail P

Jesse Q

Frankie R

Abby S

Cameron
S

Matthew
S

Ryu Ken S

Joseph
T

Charlie T

Isabelle
W

Year 10 - Silver

Corey B

Herenia C

Ethan G

William P

Charlie S

Oscar W

Year 10 - Gold

Mitchell J

Achievement Awards (part 5)

By Mr Addis

We also have a special Head of Year Award for the one pupil in each year group who has really gone above and beyond and consistently shown the commitment to our school values of Be Kind, Work Hard and Aspire. The following students won this award in the Spring Term:



Finally, we have also started a tutor group competition that will include all achievement points and competitions such as sports day and present the Tutor Group Cup at the end of the school year. The 'Spring Champions', the tutor group currently winning in each year group were.



I look forward to updating you with the students who have achieved their first or further awards and an update on how the Tutor Group Cup is going after the next rewards assemblies.

The Big Future



The Children's Commissioner, Dame Rachel de Souza, wants to make sure young people's voices are heard by the people who make decisions about their lives. She has launched The Big Future survey to hear what you think. What could the government do to make your future better?

Make sure your voice is heard by taking part in #TheBigFuture survey and telling the Children's Commissioner what it's like growing up in England and the changes you think need to happen.

A video to explain "The Big Future" has been made for you: <https://youtu.be/LxzqlU8l5Es>

Take part now: www.childrenscommissioner.gov.uk/thebigfuture



Attendance Matters

By Mr Askham

Making Every Session Count

As we move further into the summer term, I would like to take a moment to share an update on our school attendance and highlight how, together, we can continue to support the best possible outcomes for our children.

Our current overall attendance stands at 91.7%, with our school target set at 95%. While this may appear to be a small gap, it represents a significant number of learning hours missed across the school community. Each percentage point matters, and even small improvements in attendance can have a meaningful impact on pupils' progress, confidence and wellbeing.

Looking More Closely at Absence

When we look more closely at the reasons behind pupil absence, two key areas stand out: medical appointments and term time holidays. We fully appreciate that not all medical appointments can be avoided, especially when it comes to specialist healthcare. However, where there is flexibility, these are areas where our collective choices can have a meaningful impact.

Understanding the Impact in Real Terms

Percentages can sometimes feel quite abstract, so it is helpful to consider what this looks like in practice.

Up to 19th May 2026, we have recorded:

- 1,524 sessions missed due to medical appointments
- 549 sessions missed due to term time holidays

In school, two sessions equal one full day, which means:

- Medical appointments account for approximately 762 days of learning lost
- Holidays account for approximately 275 days lost
- Combined, this is over **1,036 days of education missed**

This is the equivalent of more than five full years of schooling lost collectively, which highlights the importance of every session and how quickly missed time can add up

Why Attendance Matters

Excellent attendance is one of the strongest predictors of academic success.

Children who attend school regularly:

- Build knowledge securely as each lesson builds on the last
- Develop strong relationships with their peers and teachers
- Grow in confidence and independence
- Feel more settled and engaged in school life

In contrast, even occasional absence can:

- Lead to gaps in learning that are difficult to close
- Affect confidence when returning to lessons
- Disrupt routines and friendships
- Impact long-term attainment

National research shows that missing as little as 10% of school time (around one day every two weeks) can have a noticeable impact on progress. At 91.7%, we are close to this level, which is why improving attendance remains a key priority.

Attendance Matters (Part 2)

Medical Appointments - When They Can't Be Avoided

We fully understand that many medical appointments - particularly hospital or specialist appointments - are outside of parents' control. These are essential, and children's health must always come first.

However, where possible, we would encourage families to:

- Arrange routine appointments (such as dentist or optician visits) outside of school hours
- Ensure pupils attend school before or after appointments wherever possible

Even attending for part of the day helps maintain learning, routine, and connection with school.

Term Time Holidays - A Preventable Impact

Unlike many medical appointments, holidays during term time are often a choice. We recognise that families face pressures around cost and availability, but the impact on learning is significant.

The 275 days of learning already lost to holidays this year represent missed lessons, interrupted progress, and lost opportunities for pupils to build confidence and understanding alongside their peers.

What Difference Could This Make?

When we look at the data overall, reducing absence in these two areas could have a measurable impact. Based on our current figures, if the sessions missed to medical appointments and holidays had been avoided, our overall attendance could be closer to 93% rather than 91.7%.

While this may seem like a small increase, it represents hundreds of additional days of learning gained, and it moves us closer to our 95% target. Improving attendance is a gradual process, and every small gain helps build momentum.

A Shared Responsibility

Improving attendance is not about placing blame, it is about working together as a community to support our children.

We recognise that:

- Families are balancing work, commitments, and busy lives
- Some absences are unavoidable
- Every situation is different

However, where decisions can be influenced such as booking routine appointments or planning holidays, these small choices add up and make a significant difference across the school.

Moving Forward

As we move into the final part of the academic year, our focus remains on:

- Encouraging every child to attend every day wherever possible
- Supporting families where attendance may be a concern
- Celebrating improvements and positive attendance habits

We are grateful for your continued support and the commitment you show to your child's education. Together, we can continue to improve attendance, close the gap towards 95%, and ensure every pupil has the very best opportunity to succeed.

Sixth Form

Exploring the University of Cambridge By Isaac C



Recently, I had the opportunity to visit Cambridge for a day, which gave me a valuable insight into one of the most prestigious universities in the UK. During the trip, I got the chance to explore Peterhouse college and learn more about the application process and experience what studying in Cambridge might be like with the student ambassador of Peterhouse college.

One of the most interesting and valuable parts of the day was attending the taster lesson on Monstrosity from a PhD student. As I was the only student taking this session, it felt more like a one-to-one discussion just like the real tutorial system in Cambridge, which made it more engaging. The tutorial system in Cambridge allows you to learn in a small group setting and this will allow you to have a very deep discussion with your professor. During the lesson, we explored how “monstrosity” can be interpreted differently from ancient to modern literature and culture. When we talk about the word “monster”, most people will connect this imagery of something that is frightening and scary, but in fact, it has the meaning of “marvellous” instead of something that is evil and outrageous. The word “monster” comes from the Latin word “monstrum,” which means something that is unusual or it is used as a sign for “show” or “reveal”. So originally, saying someone is a monster was probably describing it as a wonder or something extraordinary, not necessarily as something that is bad.

We also spent time walking through the historic college ground of Peterhouse. The architecture is really impressive and each college has its own atmosphere. Beyond the University of Cambridge itself, we also got the chance to explore the city in our free time. Cambridge as a city felt really lively but relaxed, with a mix of a lot of traditional buildings. My favourite place in Cambridge is definitely the bookshop. It has a wide range of books covering a variety of topics as well as books in foreign languages. Every time I go to Cambridge, my bag is always filled with books, and my mouth is filled with ice cream.

This visit made me think more seriously about applying to Cambridge in the future. It is a really competitive university, but with a genuine interest in learning and pure curiosity to your subject, I would say Cambridge is an accessible place for most students. After this trip, I felt more motivated to work hard to aim for a strong grade and develop my interest further by reading more widely to explore the knowledge beyond the school curriculum.

Overall, this trip gave me a glimpse of what life in Cambridge actually is like and confirmed to me that it is a university that’s also accessible by local school students. It was really enjoyable and encouraged me to think more carefully about my future goals and what I can actually do to achieve them.

Reading Updates

By Miss Mitchell

Celebrity Readers

From chart-topping musicians to award-winning actors, an increasing number of public figures are using their platforms to champion the power of reading. Voices like Stormzy, Emma Watson, and Zendaya are reminding young people that books can open doors, build confidence, and spark imagination. Celebrities are turning the spotlight toward literacy and why their influence might be helping to shape a new generation of readers.



“Reading is an act of empathy; it lets you step into someone else’s shoes.”
~ Emma Watson

“Books are the seeds of dreams. They help you grow into who you’re meant to be.” ~ Stormzy



“When I finished reading a book, I felt like I’d grown as a person.” ~
Zendaya

Books and stories let you escape - but they also help you figure yourself out.” ~ Billie Eilish



Inspire Libraries: Read to the Beat

Inspire Library are running their annual event to encourage young readers. Their theme this year being “Read to the Beat” to celebrate music and sound, and exploring how music and storytelling unite.

Starting from Saturday 4th July and running until Sunday 6th September, although it is aimed at 4 to 11 year olds, this is a perfect opportunity to get children signed up for a library card and explore the variety of options available to access reading, including e-books, audio books, poetry and comics. Providing free access to books all summer!

Pop into the Keyworth Library or visit their website:

<https://www.inspireculture.org.uk/reading-information/childrens-library/summer-reading-challenge/>

Reading Updates

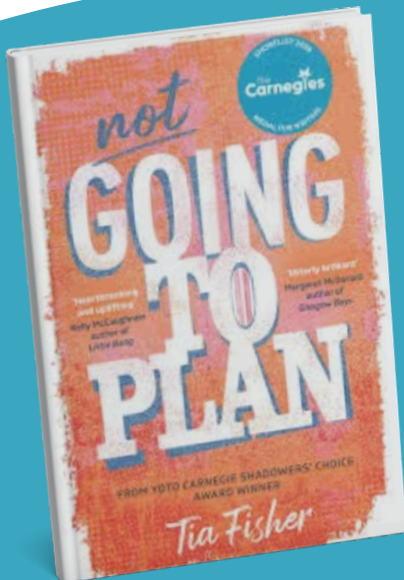
By Miss Mitchell

The Carnegies 2026

Following on from our last newsletter edition, our Carnegie Book Club members have been making their way through the 8 shortlisted titles nominated for the Carnegie Medal Prize this year! Check out some of the reviews from our book club members!



Interested in learning more about the book club? You can ask the Carnegie Book Club leaders, Mrs Arnold and Miss Mitchell for more information.



Not Going to Plan by Tia Fisher

I really liked this book for many reasons. The characters were great and I loved the way it was written. All the inclusivity was amazing, the LGBTQ+ Group, Teen mothers, Women's rights, and many more. My favourite character was probably Zed, since he was finding himself throughout the book, like his sexuality and mother, and all the new challenges he had to face. One detail I loved was that the fact each character had their own font. All in all, 10/10 I absolutely loved it.

By Hen S (Year 7)

Ghostlines by Katya Balen

At the start of the book it felt like a nature book but as I progressed through the book it got more exciting. An example is when Tilda and Albie went to the secret island during the storm. You would enjoy this book if you like action and adventures.

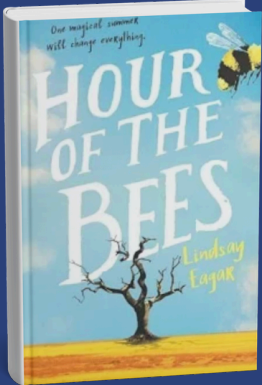
By Dillon S (Year 7)



Reading Updates

By Miss Mitchell

This month's reading recommendations have a special focus on holiday escapes. A student once told me that 'reading is like a holiday in your head' and I couldn't agree more. Take a look at these books which will take you to places you may never have been before!

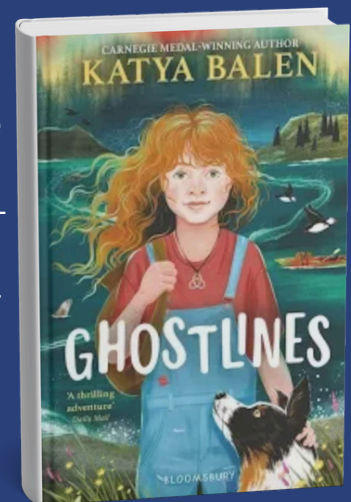


Hour of the Bees – Lindsay Eagar

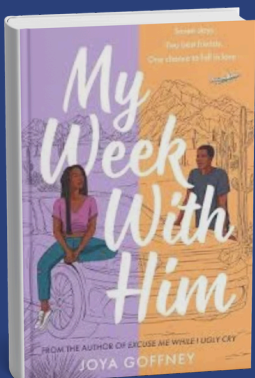
This summer, Carol must believe the impossible. When Carol moves to her grandfather's deserted ranch for summer, she struggles to cope with the effects of his dementia and the dizzying heat. What's more, bees seem to be following her around. Surely she must be imagining things, but her grandfather's stories suggest otherwise. As Carol starts to grasp the meaning of his words, she realizes that her family's past is catching up with her present.

Ghostlines – Katya Balen

A wild heartfelt story you'll remember forever. On the Island of Ayrie, everyone knows each other's stories as they know every road, every hill and the coming of the tide. In the summer, there are bonfires to celebrate the migration of the puffins. Everything is familiar, nothing much changes, and for Tilda, nothing ever should – it is beautiful, it is perfect and it is home. When newcomer Albie arrives at the island, Tilda wants to show Ayrie off – Albie wants her to leave him alone. She learns quickly that it'll take more than a tour and some seal viewings to win him around. Then, she remembers stories of the old island just an hour's boat ride away from the shore. Trips across to the island are strictly forbidden. And there's a rumour it's haunted by the ghosts of those left there to die. But with all else having failed, the old island is the only way for Tilda to make Albie see what she sees in Ayrie.



My Week with Him – Joya Goffney



A stateside story...Nikki's always had a difficult relationship with her mum. So when she finds herself homeless at the start of spring break, she decides to rage-quit Texas and give California a shot, to pursue her dream music career. Until her best friend and long-time crush, Malachai, discovers her plan and convinces her to spend spring break with him, so he can show her all the reasons she should stay in Texas. But when Nikki's little sister goes missing their plans are interrupted, and Nikki is forced to face her feelings about both her mum and Mal. Can Nikki find the love she's always been missing? And will it be enough to convince her to stay in Texas?

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National
Year of
Reading
2026

Summer Term 1 High Flyers

Naomi H (Year 10) Science

She smashed her science assessments out of the park. Best mark in the whole year! Well played, Naomi! [Mr Scragg](#)

Isla C (Year 11) PE

For her dedication and hard work in completing the practical and coursework element of the PE course. Finish strong in the exams. [Mr Polley](#)

Millie L (Year 10) Maths

Amazing work on solving equations in maths. Such a positive attitude, even when it came to equations with unknown on both sides, I'm really proud of your resilience! [Mrs Woodcock](#)

Evie G, Henry B, Riley B & Yazhini V (Year 7) Spanish

Great work in Spanish - well done! [Miss Wherry](#)

Sienna R (Year 8) English

She wrote an excellent essay on isolation in "Frankenstein", I am so impressed with her critical and creative interpretation of the text. Well done! [Mrs Harper-Williams](#)

Aimee P (Year 7) Geography

For some impressive independent geography work. You've shown a fantastic attitude to learning here, Aimee, Good geographing! [Miss Martin](#)

Jacko C, Sherlock C & Abby W (Year 8) Maths

Always trying hard in lessons - well done! [Miss Gale](#)

Annabel W (Year 7) Ethics & Philosophy

Outstanding work in EP - creating a brilliant video for the Design a Religion project - well done! [Miss Crawford](#)

Ellie C, Abigail P, Caleb V, Amelia P, Ethan G, Tamara G & Layla-Rose M (Year 10) English

For a fantastic "An Inspector Calls" assessment! [Miss Wightman](#)

Robert B, Sam B, Rebecca D, Sara W & Tamzin T (Year 9) Maths

Great work in Maths - well done! [Mrs Barr-Smith](#)

Florence C, Evie G, Toby P, Georgia W, Frank C, Heidi C, Zoe K, Owen L, Dillon S & Abigail W (Year 7) Maths

Well done for a great start to maths at South Wolds! [Mrs Farrington](#)

Esme S, Hamza J, Millie B, Alshanta H, Georgia M, Marcus C, Maisie H-B, Humaira R, Bethany M, Arthur H & Nihal S (Year 9) English

Excellent work in English! [Miss Wightman](#)

Grace S (Year 10) Spanish

Excellent written work in Spanish! [Miss Dixon](#)

Isobel D (Year 10) Science

For always saying "thank you" and "goodbye" on your way out of the lesson, it's appreciated everytime! [Mr Scragg](#)



Summer Term 1 High Flyers

Emilia S, Zoe K & Heidi C (Year 7) French

Great work and effort in French - well done! [Miss Wherry](#)

Sophie B, Joy C-A, Freya H, Millie R, Ben S, Freddie W & Sadie S (Year 8)

English

For making excellent progress with independent reading! [Mrs Hudson](#)

Eden M, Jake L, Evie D & Freddie W (Year 8) Spanish

Great participation in Spanish - well done! [Miss Wherry](#)

Chloe C (Year 8) Geography

For a truly amazing creation of a map. It's a joy to look at. Thank you! [Miss Martin](#)

Scarlett H-H, Enna M & Pia P (Year 9) Maths

Great work in Maths - well done! [Mrs Farrington](#)

Isaac R, Ben P, Charlotte D, Ella S, Olivia D, Poppy W & Holly T (Year 11) English

Producing excellent, additional GCSE Literature exam responses - well done! [Mrs Hudson](#)

Fern G (Year 11) PE

For always striving to be better and forever keeping me on my toes! [Mr Polley](#)

Beau S & Alexis W-K (Year 11) French

Putting in lots of hard work in the run up to her French speaking exam! [Miss George](#)

Elliana D, Rebecca P, Rosie R & Chloe C (Year 8) Maths

Super effort in Maths - well done! [Mrs Barr-Smith](#)

Frank C, Hen S & Bailey W (Year 7) English

Super work in English and great contributions! [Miss Wightman](#)

Caitlin B, Nathan A, Amber Y, Harry C-S & Karim M (Year 11) Maths

Working well during maths lessons to prepare for the exam! [Mrs Cleator](#)

Beau S & Alexis W-K (Year 11) French

Putting in lots of hard work in the run up to her French speaking exam! [Miss George](#)

Sophie A (Year 11) PE

Consistently setting yourself high standards and meeting them! Good luck in the exams! [Mr Polley](#)

Noah M & Joseph R (Year 9) Spanish

Fantastic effort and participation in Spanish! [Miss Wherry](#)

Alfie R & Daniel F (Year 10) Maths

Great work in maths - well done! [Miss Turnbull](#)

Elizabeth A & Muhammed M (Year 7) English

Excellent progress with independent reading! [Mrs Hudson](#)



Summer Term 1 High Flyers

Thea F (Year 9) Maths

Making great contributions to maths lessons - well done! [Miss Turnbull](#)

Dillon S & Laurel B (Year 7) French

A fantastic effort revising vocabulary using Booklet over the Easter holidays - an incredible amount of points earned. Well done! [Miss Crawford](#)

Isaac O (Year 11) PE

Highest scorer in the practical element of the course and leading the way in the mock results! [Mr Polley](#)

Oakley B & Aimee P (Year 7) Maths

Great work in Maths - well done! [Miss Wherry](#)

Toska K (Year 7) Maths

Super effort in Maths - well done! [Mrs Barr-Smith](#)

Emma F, Imogen T & Eden M (Year 8) Maths

For being wonderful and always trying in Maths! [Mrs Woodcock](#)

Alannah D (Year 7) French

Working really hard in French lessons to develop her understanding and putting maximum effort in to produce her best work - well done! [Miss Crawford](#)

Willow D & Harriett M (Year 7) Maths

Always trying hard in maths! [Miss Crawford](#)

Jessica W (Year 7) Maths

For excellent work in our "Farm Project". Really carefully thought out and great enthusiasm, well done! [Mrs Woodcock](#)

Isaac S (Year 10) Geography

For always working hard in lessons independently, and achieving great results as a consequence! [Miss Martin](#)

Ellie B (Year 7) Maths

Always trying hard in lessons - well done, Ellie! [Miss Gale](#)

Chloe H (Year 7) Maths

Trying really hard in maths - well done! [Miss Turnbull](#)



Reading Updates

Have you ever thought that reading graphic novels is a bit like cheating at reading? Some people have the view that ‘graphic novels aren’t real books’ and that it ‘doesn’t count as reading’. New research has found that these opinions are far from the truth and that reading graphic novels proves you to be as much of a reader as someone who doesn’t read graphic novels. Research shows reading graphic novels leads to improved reading and comprehension skills for all students. And studies demonstrate that children and teenagers who read graphic novels have improved, more positive attitudes towards reading.

A graphic novel provides a platform where a reader can interpret meaning rapidly – often without conscious attention, yet with the capacity to deeply understand the story, and become engaged or “hooked” into reading. Many of your favourite TV shows and films have either originated from graphic novels or have been adapted to a graphic novel. Whatever your favourite genre – there really is a comic to suit every taste.

We have a huge range of graphic novels available in our school library. We have spent a lot of time expanding our graphic novel section over the past couple of years. Come and check out our varied collection and borrow up to two graphic novels at a time!

Young Writers National Poetry Competition Success

By Mrs Hudson

We are delighted to celebrate the achievement of 11 of our students who recently entered the National Poetry Competition “I Have A Dream”. Their creativity, insight and powerful expression have been recognised at a national level, with all of their poems selected for publication in the forthcoming anthology ‘I Have a Dream – Future Horizons’. This is a fantastic accomplishment and a testament to their hard work and imagination. We are incredibly proud of their success and look forward to seeing their words inspire readers across the country.

We look forward to its publication and hearing news of the winners in May.

Congratulations to:

Frank C (Y7) The Snake with Wings

Zilpha C (Y11) The Sky’s Purpose

Ella J (Y11) Locked, Grant me a Dream

Ben P (Y11) Becoming

Katelynn H (Y7) Nobody Knows

Eve P (Y7)

Henrietta S (Y7) Some People Know

Amelia P (Y10) Daydreams

Chloe C (Y8) A Softer World

Sophie C (Y8) Lost Voices – If Animals Could Talk

Liam G (Y11) A Dream’s Potential

KS3 Book of the Half Term

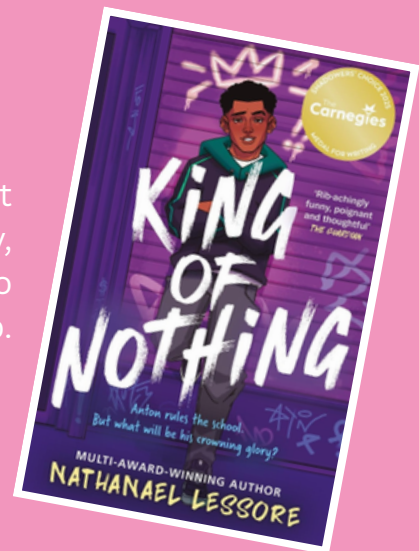
By Mrs Arnold

Every half term, the English department will be running a “Book of the Half Term” for our students in years 7 to 9 which will be available to borrow in the library.

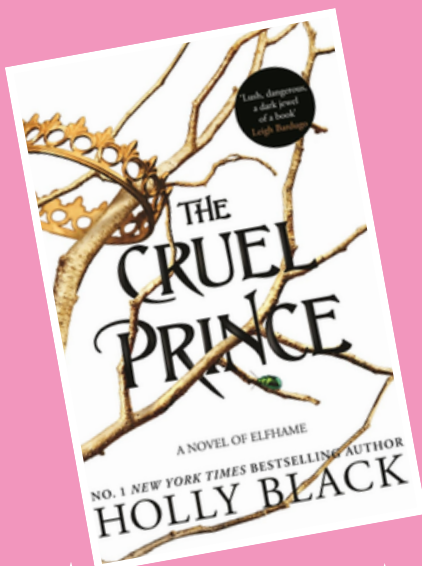


A captivating and original retelling of a traditional story straight out of folklore. It follows Marinka and her grandmother, who is a Baba Yaga – her role is to guide spirits from this world to the next.

A funny and heartwarming teen comedy about an unlikely friendship that occurs when a boy, used to getting into trouble in school, is sent to Happy Campers – a local activity group.



The start of a thrilling new fantasy series from best-selling author Holly Black about a mortal girl who finds herself caught in a dangerous web of royal faerie intrigue.



Global Explorers

By Miss George

Global Explorers have once again been busy learning about celebrations and languages from around the world. Most recently Mrs Chambers ran a session on South Africa and brought in some home-made goodies for students to taste.

One of our Global Explorers, Evie D, then ran a session on Hawaii for the other students in the club. Students enjoyed drinking their mocktails of pineapple juice with cocktail umbrellas. Evie also taught everyone some Hawaiian and played the Hawaiian national anthem beautifully on the flute!

Coming up after May half term, even more of our Global Explorers members are leading sessions. We are looking forward to learning some Greek from Elleri, Isabelle and Evie; Welsh from Gracie and Jacob; and more about Indian culture and literature from around the world from Cara, Chloe and Mara.

Global Explorers runs on a Monday after school from 3:30 - 4:15 in L5 for Year 8 pupils. From September 2026, the club will be for Year 8 and Year 9 students, please come along if you are passionate about languages and different cultures!



Speaking in Many Tongues

By Mr Reeves

We are delighted to celebrate the range of languages that are spoken by our students at South Wolds.

We have recently hosted the GCSE speaking exams for students taking their exams in Arabic, Chinese, Russian, Polish and Hebrew. The majority of the students are in Year 10, and they all stepped up remarkably to the occasion. It was also heartwarming to witness the generosity of other native speakers in the community to help with conducting the exams, including one of our own Year 13's.

Well done to all of you who completed the exam!







Digital Discovery: Inside Computer Science

By Mrs Rowe

During the one hour challenge, students took on a crucial mission to help the Cyber Squad fix Cyber City's brand-new Smart Mall. Its advanced AI system, SAM-U.L (Shop Assist Manage Utility), had become corrupted – leaving shelves empty, payments broken and forcing the mall to close. Teams worked together to restore SAM-U.L to the highest standard, competing to achieve the top scores in the fastest time.

The Cyber Explorers Cup is a UK Government-led competition for students aged 11-14, designed to develop real-world cyber security knowledge, problem-solving skills and teamwork. Facing teams from across England, Wales, Scotland and Northern Ireland, our students showed determination, resilience and impressive technical confidence throughout. This is a fantastic achievement for our students and a wonderful reflection of their enthusiasm, talent and hard work.

Well done to everyone involved!

Team Name	Photo	Students	Year	Score	Rank
The Tech Turtles		Briana M, Evellin H, Jess H, Hazel C, Meagan M & Lily O-J	9	487	21 st
The Pixel Pals		Joy C-A, Chloe C, Cara H, Jacob P & Phoebe S	8	487	19 th
The Cyber Chompers		Corey H, Samson J, Josh D-W, Tyler S & Owen L	7	451	62 nd
The Codebreaking Collective		Annabel W, Emilia S, Mia T & Evie B	7	423	114 th

Digital Discovery: Inside Computer Science

By Mrs Rowe

Bebras Coding Challenge

Before the Easter holidays, students have the opportunity to continue to build their digital skills through participation in the Raspberry Pi Foundation Coding Challenge, an exciting national initiative designed to boost confidence, creativity and computational thinking.

The 45-minute coding challenge encouraged students to develop programmed solutions to a range of computational thinking problems, helping to strengthen problem-solving skills and inspire a deeper interest in computer science.

There were two types of challenge; Block based programming and text based programming. Both formats offered two difficulty levels, allowing students to challenge themselves appropriately while developing their coding ability at their own pace. Taking part in initiatives like this helps students grow in confidence, resilience and technical skills, while experiencing the satisfaction of solving real coding challenges within a timed environment.

Well done to all students who took part, it is a fantastic step forward in their coding journey!

	Merit	Distinction	Gold	Best in School
Trailblazers	Tom C & Mishti J	Kenji S		Bilal M
Navigator	Matthew B, Danny B, Jensen C, Peter G, Matthew H, Billy-Scott L, Ojas P, Matthew S, Oscar W & Tom W	Jerome B, Matthew C, Liam F, Philip J, Daniel L, Isaac S, Danny W & Ben W	Maegan C, Isaac S, Ben W, Jerome B, Philip J & Daniel L	Maegan C
Explorer	Hazel C & Evelinn H		Albert F	Albert F
Novice	Isabel D, Mohammed E, Imogen G, Sam H, Ava I, Mitchell J, Sarim J, Ben S,	Eddie C, Isla K, Dylan W & Hadrian Y	Will L, Daniel P, William P, Eddie C, Harian Y, Dylan W & Isla K	Will L, Daniel P & William P

Digital Discovery: Inside Computer Science

By Mrs Rowe



Photo Top L-R: Jensen C, Daniel L, Billy S-L, Ojas P, Tom C, Liam F, Danny B & Isla K

Photo Bottom L-R: Harry S, Albert F, Jakob L, Hadrian Y, Matthew B, Bilal M & Jacob S

Careers & Apprenticeships

By Mr Wall

We want to send a “Thank you” to Ideagen who visited us at the end of March, to speak with our Year 10 students about apprenticeships and careers within the Nottingham area.

They explained about a number of opportunities in both business and technology. To find out more information visit their website below. They will soon be returning to South Wolds to run some workshops on Marketing and Robotics.

[Think Big Careers and Apprenticeships](#)



PE Updates

By Mr Partridge

Year 7 Girls Football South Notts Cup – Quarter Final Rushcliffe Spencer Academy 4 – 1 South Wolds. Our team travelled to Rushcliffe Spencer Academy for their Quarter Final fixture, facing a strong and well-organised side. South Wolds made a positive start, creating some promising attacking opportunities alongside strong defensive work. However, Rushcliffe were able to capitalise on their chances, scoring three goals in the first half. In the second half, South Wolds showed great determination and never gave up, creating several well-worked chances that were narrowly missed. Rushcliffe



added a fourth goal, but South Wolds continued to push forward and were rewarded when Lilly very skilfully finished a brilliant cross from Verity. The match finished 4 - 1. This result brings the season to a close for our Year 7 team, but there is plenty to look forward to next year with such a talented and committed group of players. Goals: Lilly (1)

Year 10 Girls Football South Notts Cup – Round 2 Year 10 Girls' Football South Notts Cup – Round 2 George Spencer Academy 2 (5) – 2 (4) South Wolds. Our Year 10 girls' football team travelled to George Spencer Academy for their second-round fixture in the South Notts Cup. It proved to be a highly competitive and closely fought match, eventually being decided by a penalty shootout. Year 9 Molly, who produced an outstanding performance throughout, opened the scoring with a composed finish after going one-on-one with the goalkeeper, following a well weighted pass from fellow Year 9 Imogen. George Spencer soon equalised before taking the lead in the second half.

Year 9 Girls Football South Notts Cup – Quarter Final Year 9 Girls' Football South Notts Cup Quarter Final South Wolds 12 – 0 Redhill Academy. Another match brought another strong and dominant performance from our talented Year 9 girls' football team. South Wolds produced an excellent attacking display, scoring 12 goals to secure their place in the next round of the South Notts Cup. Eva was in outstanding form, scoring six goals and proving clinical in front of goal throughout the match. Molly added an impressive hat-trick, while defender Eviee scored twice and Imogen also found the net. Goals: Eva (6), Molly (3), Eviee (2) and Imogen (1). The team now look forward to competing in both the South Notts Cup semi-final and the County Cup semi-finals!

South Wolds responded brilliantly, defending strongly and creating a number of promising attacking opportunities. Striker Isabelle W then scored a well-placed finish to level the game once again before the final whistle. The match moved to penalties, where Year 9 players Molly, Imogen and Eviee bravely stepped up first and all converted their penalties. Goalkeeper Ila also made an excellent save to give South Wolds the advantage. Despite this, George Spencer narrowly secured a 5 - 4 shootout victory. It was a fantastic performance from the entire team and a tough way to exit the competition. The squad can be very proud of their efforts and will look forward to competing again in the cups next year in Year 11.

Driving to Success

By Miss Smith

We are delighted to celebrate the incredible achievements of Oliver M in year 10, whose passion, determination, and talent in kart racing are taking him from local circuits to some of the biggest international stages in motorsport.

Oliver has enjoyed an outstanding karting journey, achieving impressive results both in the UK and across Europe. Most recently, he secured an incredible 2nd place at PF International in 2026, one of the most competitive karting venues in the country.

His success has also reached the global stage. In 2025, Oliver qualified for the prestigious IWF (IAME World Finals) in Valencia, Spain, competing against some of the best young drivers in the world. That same year, he was ranked 65th out of 130 drivers worldwide, a remarkable achievement that highlights his growing reputation in international karting.

Competing regularly in Europe, Oliver has already made his mark in Italy, finishing 26th out of 72 drivers in Italy in 2026, including an impressive 19th place at Franciacorta against 72 of Europe's top drivers.

Oliver's karting success began much closer to home. He was named Top Rookie in the British Kart Championship in 2023, showing early signs of his talent and determination. At Shenington Kart Club, he achieved 3rd place in the E Plate competition in both 2022 and 2025, and in 2025 he also became a lap record holder at the circuit, an outstanding accomplishment.

Further adding to his growing list of achievements, Oliver became O Plate Champion at Teesside in Middlesbrough, and in his very first appearance at the prestigious Kartmasters event at PF International, he achieved an impressive 10th place finish.

Oliver's karting career has already taken him across Europe, with races in Belgium, France, Spain, and Italy, giving him valuable international experience and the opportunity to compete against some of the strongest young drivers in the sport.



Photo credits to Oliver's Dad.



Everyone at school is incredibly proud of Oliver's dedication, hard work, and sporting success. His achievements show what can be accomplished through passion, resilience, and commitment. We look forward to following his future racing journey and cheering him on as he continues to speed toward even greater success.

Voice of the Youth Forum

By Mrs Capewell

On Tuesday 24th March a group of 5 students from years 10 to 13 attended The Voice of the Youth forum event at The Broadway Cinema Nottingham.

This was an event organised by the Prevent team at Nottinghamshire Police designed to bring young people together to discuss topics such as mental health and wellbeing, social media, drugs, knife crime and gang culture.

Students from all over the county listened to keynote speakers talking about their lived experience of these issues, and had a chance to ask questions and share ideas about how best to tackle these problems in society.

South Wolds students got stuck in, debating with other students and presenting back to the audience, I was really proud of how they interacted with students and professionals alike. They were terrific ambassadors for the school and showed great leadership potential.

One of the central themes that came through time again in the sessions was that more needs to be done to create safe spaces for teens and young adults to socialise and spend time together. Young people reported feeling unsafe and vulnerable when they were out in the evenings or at weekends, particularly around the city centres and other crime 'hotspots'. The Chief Constable was in attendance, hopefully she was listening and will take this feedback to the council and other relevant agencies so that we can see the voice of the youth is being respected and listened to and their suggestions actioned.



South Wolds Debate Club



Do you love discussing ideas, challenging opinions, and sharpening your public speaking skills? Our Debate Club is the perfect place for you!

Led by Miss Nieslony, the club meets every Monday lunchtime in S10 and is open to Year 10 and Year 12 students. Whether you're a seasoned debater or just curious to try it out, all are welcome to join in lively discussions, practice persuasive arguments, and have fun while learning.

Don't miss out on this opportunity to develop your confidence, critical thinking, and teamwork skills.

May Time Baking

By Mrs Parker

Baking is a wonderful way to practise measuring, mixing, and following instructions while having fun. Our Year 10 students have been enjoying baking Dutch Apple Cake this half term. Here is the recipe they have followed which you may want to enjoy making over the upcoming half term. Recipe credit to Food A Fact of Life.

Ingredients

- 100g caster sugar
- 100g butter or soft baking spread
- 2 eggs
- 100g self raising flour
- 1 x 5ml spoon baking powder
- 1 eating apple
- 1 x 5ml spoon cinnamon
- 1 x 5ml spoon demerara sugar



Equipment

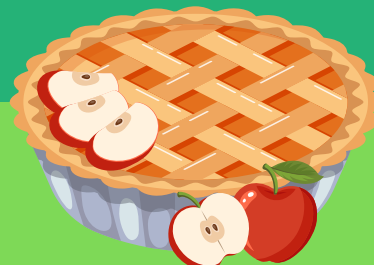
- Baking tin (20cm square) or foil trays
- Electric hand whisk
- Mixing Bowl
- Small Bowl
- Sieve
- Metal spoon
- Spatula
- Cooling Rack
- Measuring spoons
- Knife
- Chopping board

Method

1. Preheat the oven to 180°C or gas mark 4.
2. Grease and/or line the baking in or foil trays.
3. Cream the sugar and fat together, ideally using an electric hand whisk, until light and fluffy.
4. In a small bowl, beat the eggs with a fork.
5. Add the beaten egg, a little at a time, to the fat and sugar.
6. Sift the flour and baking powder into a bowl, or onto a plate or piece of greaseproof paper.
7. Fold the flour and baking powder into the mixture, a spoonful at a time.
8. Spread the mixture in the cake tin.
9. Core the apple and slice thinly.
10. Arrange the apple slices over the cake mix, then sprinkle the cinnamon and sugar on top.
11. Place in the oven and bake for around 20 minutes, until golden brown and springy to the touch.
12. Remove from the oven and allow to cool.

Top tips

- When lining baking tin it is only necessary to line the bottom of the tin. The sides can be greased with oil.
- For a tasty alternative, try pear and ginger.



Sixth Form

Exploring A Wall Full Of Warhols By Mrs Hunt



This term, Year 12 Creative Arts students had the exciting opportunity to visit the Andy Warhol exhibition at the Lakeside Arts. The centre is home to a theatre, four galleries, a museum, and a recital hall, alongside its impressive exhibition spaces, where the work of internationally renowned artists is regularly exhibited.

Bathed in sunshine for the day of our visit, students were eager to experience the work of one of the most influential artists of the twentieth century first-hand.

Andy Warhol was an American artist, filmmaker, and leading figure of the 1960s Pop Art movement. He transformed the art world by drawing inspiration from commercial imagery, mass media, and popular culture, famously creating works featuring Campbell's Soup cans and celebrities such as Elizabeth Taylor through his distinctive silkscreen printing techniques. Amongst the many striking works on display, students were particularly captivated by Warhol's iconic cow print and were excited to be photographed in front of Warhol's series of iconic Marilyn Monroe prints.

The trip brought together students from a range of creative disciplines, including Fine Art, Textiles, Graphics, and Photography. Visiting the exhibition allowed students to immerse themselves in the atmosphere of a professional gallery, gain insight into Warhol's creative processes and techniques, and experience the impact of art beyond the classroom. Opportunities such as this play an important role in developing students' cultural capital, inspiring them to make meaningful connections to their own creative projects and encouraging them to think more ambitiously about their work.

Feedback from students following the visit was overwhelmingly positive, with many commenting on how inspiring it was to see such iconic artwork in person. The trip was an enjoyable and enriching experience for all involved and provided students with valuable inspiration for their ongoing studies.



Sixth Form

Holocaust Educational Trust Programme

By Isaac C

In March, I had the opportunity to take part in a programme with the Holocaust Educational Trust, in order to learn more about the Holocaust and what had happened at Auschwitz-Birkenau in Poland. The Holocaust was the systematic murder of approximately 6 million European Jews by Nazi Germany and its collaborators between 1933–1945. This period remains one of the darkest chapters in human history and after visiting these historical sites, I have become interested in the position of the people on the ground who were expected to perpetrate this system; the Nazi guards, how might they also be seen as people influenced by the system they operated within?

In January 1933, Hitler became Chancellor of Germany and after 7 months, following the death of President Hindenburg, he merged the offices of President and Chancellor to become the sole leader of Germany. Under Hitler's regime, the Nazi state-controlled education and media, promoting racial hierarchy and antisemitism. Younger individuals were exposed through the Hitler Youth, while others were influenced later through propaganda, training or wartime context. From childhood onwards, Jews were described as a "Parasitic Race" and it was believed Germany did not lose World War I on the battlefield, but due to betrayal on the home front. This became the "stab in the back myth", claiming internal betrayal by Jews and Communists.

Under indoctrination and misleading information, it could be argued that the guards at Auschwitz were not acting solely on personal will but were also products of long-term influence. However, not all were exposed from a young age, as many were already adults before Nazi control of education. The structure of the Nazi state and the SS (Schutzstaffel, or "Protection Squad") also played a major role.

The SS served as elite bodyguards and main agents of the Holocaust. They saw themselves as a "racial elite" tasked with removing enemies of the state. The SS operated under strict hierarchy and demanded absolute obedience, with severe punishment for disobedience. Although joining was often voluntary, some individuals could refuse certain actions without extreme consequences. However, the system discouraged moral questioning and independent judgement.

Loyalty to the Nazi Party was strongly enforced and dissent was dangerous, with fear of punishment, torture or execution. Genocide was systematically organised, with tasks divided into smaller roles, making individuals feel like parts of a machine and reducing personal accountability.

However, guards cannot simply be viewed as victims of the system. Not all acted the same way, some were more brutal than others, showing individual choice still played a role. Some went beyond orders and acted with deliberate cruelty. Therefore, although influenced by their environment, describing them solely as victims risks overlooking their active role in the Holocaust.

We are all the product of society, but we could also be the ones to stand against it. However, as we criticize the Nazi soldiers, we should look to ourselves, put ourselves in their shoes, What would we do in that situation? Would we be the one to stand out and object when all around are blindly obeying? In current times, this is an important question for us all.



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SAFEGUARDING ADVICE

If you require urgent help during this period, you do not need to be alone:

Emergency Help and Support

For urgent help, if someone is in danger or an active crime is being committed call 999. If you are aware that someone has committed a crime or been a victim of a crime please call 101.

Mental Health and Wellbeing

There are a range of support services available. Please see below:

KOOTH - for children and young people aged between 11-24 years who want to talk to a mental health professional online, anonymously and free. Visit their website www.kooth.com for further details.

HARMLESS - provide a range of advice and support about self harm, people who self harm, their friends and families. www.harmless.org.uk

MIND - provide advice and support to empower anyone experiencing a mental health problem. www.mind.org.uk

THE SAMARITANS - are available 24/7 to help with anything that's troubling you, no matter how large or small the issue feels. Calls for free on 116 123 or email jo@samaritans.org (response time for email is several days)

CHILDLINE - available 24/7 for all mental health needs, concerns, help and advice. Call free on 0800 1111 or visit www.childline.org.uk

BE U NOTTS - to support early mental health and emotional wellbeing for young people and parents/carers. www.beusupport.co.uk or call 0115 708 0008

NOTTALONE - provides local mental health advice and help for young people in Nottingham and Nottinghamshire.

YOUNGMINDS - supporting young people, parents and those that work with young people's mental health. www.youngminds.org.uk

Nottinghamshire NHS Mental Health Crisis Line: Anyone needing mental health support for themselves or others can call the NHS crisis line on 0808 196 3779. 24/7, 7 days a week.

Abuse and Radicalisation

If you are worried that you or someone you know is being abused or radicalised, even if you're unsure, you can speak to NSPCC about your concern. Call 0800 1111, report it online or email help@NSPCC.org.uk

If you are an adult call 0808 800 5000

Online Safety

We value the importance of educating our students in staying safe online. There are a range of support services available. Please see below:

CEOP - helps any child or young person under the age of 18 who is being pressured, forced or tricked into taking part in sexual activity of any kind (online and/or in 'the real world'). www.ceop.police.uk/Safety-Centre or www.ceopeducation.co.uk/11_18

PARENT SAFE - a very useful website containing top tips for parents. www.parentsafelgfl.net

REPORT HARMFUL CONTENT - reports can be made online, response time is 72 hours. www.reportharmfulcontent.com/report

UK SAFER INTERNET CENTRE AND NATIONAL ONLINE SAFETY - for additional information and guides for any additional e-safety advice. www.saferinternet.org.uk

Housing Support

If you need support to find somewhere safe to stay, please contact:

Nottingham Community Housing Association
Call: 0800 013 8555
www.ncha.org.uk

Drugs & Alcohol

FRANK National Drugs Helpline
Call: 0300 123 6600

DRINK AWARE
Call: 0300 123 1110
www.drinkaware.co.uk/alcohol-support-services

CHANGE GROW LIVE (Notts)
www.changegrowlive.org/nottinghamshire

Food Banks

The Trussell Trust have a range of food bank services within the Nottinghamshire area. Visit their website www.trusselltrust.org.uk

Cotgrave Community Kitchen
Facebook: Cotgrave Community Kitchen

Edwalton Food Hub
Facebook: Edwalton Food Hub CIC

Further Support

If you have concerns for the safety of a child during school holidays, please contact Nottinghamshire Multi Agency Safeguarding Hub: 0300 500 80 80 or visit the website www.nottinghamshire.gov.uk. If you require an urgent response outside of working hours (8.30am-5pm) contact Nottinghamshire's Emergency Duty Team (EDT) on 0300 456 4546

If the child lives in Nottingham City please contact Child and Families Direct: 0115 876 4800

If you believe that a child is at immediate risk and in need of protection then you should call the Police on 999 immediately.

Alternatively, if you feel the child is at risk of abuse or neglect, but not in immediate need of protection, you should call the Police on 101.

NOTTINGHAMSHIRE FAMILY HUB
<https://www.nottinghamshire.gov.uk/care/family-hub-networks/families>
Facebook: Family Hub Network - Rushcliffe

