



**FLOURISH**

## MESSAGE FROM MR PARRY

It has been lovely to welcome our students back to school this week. It has certainly been an exciting and busy one!

On Tuesday, we were delighted to welcome a wide range of employers and training providers into school for our whole school Careers Fair. Throughout the day, students had the opportunity to visit the fair, explore the different pathways available to them, and learn more about how they can take their next steps towards future success.

On Wednesday, all Year 12 and 13 students from Three Spires Sixth visited Harper Adams University for the day. Students enjoyed exploring the campus, learning about the variety of courses on offer, and gaining a real insight into university life. It was a particularly special experience for many, as this was their first visit to a university campus.

Today, we were thrilled to host a Wilfred Owen Poetry Workshop in school, as well as welcome Year 7 parents for a relaxed and enjoyable coffee morning.

Looking ahead to next week, we focus on Anti-Bullying Week. Assemblies will be led by our Anti-Bullying Ambassadors, and we will kick off the week with Odd Socks Day on Monday. On Tuesday, we will come together as a whole school community to mark Remembrance Day. Then on Wednesday, a group of Year 8 students will visit RAF Cosford as part of our JET course, and we will round off the week with a Year 8 parents' coffee morning on Friday.



**Mr Parry**  
Principal



## ST REGIS Autumn One Stars!

**CHESTER** – Amanda N.  
**LICHFIELD** – An Q.  
**WORCESTER** – Vedant S.  
**HOUSE OF AUTUMN ONE  
IS CHESTER!**

**YEAR 7** – Treasure A.  
**YEAR 8** – Janelle O.  
**YEAR 9** – Vedant S.  
**YEAR 10** – Amanda N.  
**YEAR 11** – An Q.  
**YEAR 12** – Maya Z.  
**YEAR 13** – Poorva K.



Celebrating Our First SALAD Day of the Year!

Before half-term, we held our first SALAD Day of the academic year – a day dedicated entirely to Speaking and Listening and Discussion. With six SALAD Days planned across the year, this initiative is a key part of our ongoing commitment to developing strong oracy skills that help our students communicate confidently, think critically, and express themselves effectively – vital skills that open doors and improve life chances.

Throughout the day, students took part in a rich variety of activities, including small and whole-class discussions, individual and group presentations, problem-solving challenges, critical thinking tasks, and lively debates on topical issues. These sessions took place across all subjects, giving students the opportunity to learn – and demonstrate their learning – in creative and interactive ways.

Feedback from students has been overwhelmingly positive. Many described the day as “fun,” “different,” and “a great chance to show what we know through talking.” Others were already asking when the next SALAD Day would be!

We’re delighted that our students are embracing the power of oracy, and we look forward to our next SALAD Day on Monday, 15th December.





# The WoW for week beginning 10th November is: NUANCE

<b>Word Class</b>	<b>noun</b>
<b>Meaning</b>	A subtle difference or distinction in meaning, expression, or sound.
<b>Examples of use</b>	<p>The poet's choice of words captures the nuance of grief and longing in the text.</p> <p>Nuances in eyewitness accounts reveal different perspectives on the same event.</p> <p>The data shows nuances in trends that are not immediately obvious from the graph.</p>
<b>Cross-curricular opportunities</b>	<p><b>English:</b> The author conveys subtle nuances of emotion through word choice.</p> <p><b>History:</b> Understanding the nuances of political treaties helps explain their impact.</p> <p><b>Science:</b> Nuances in experimental data can reveal important patterns.</p> <p><b>Art:</b> The painting's colour nuances create depth and mood.</p> <p><b>Music:</b> The performer captured the nuances in the composer's phrasing.</p> <p><b>Geography:</b> Recognising the nuances in climate patterns improves predictions.</p>



On Wednesday this week, all Year 12 and 13 students from Three Spires Sixth visited Harper Adams University. The visit provided an excellent opportunity for students to experience university life first-hand, explore a range of academic courses, and gain valuable insights into higher education. For many, this was their first visit to a university campus, making the experience particularly meaningful.

If you would like to discuss your child's health with a School Nurse, please contact our 0-19 Single Point of Access (SPoA) Hub on:



01902 441057



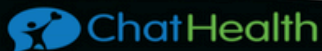
[rwh-tr.0-19service@nhs.net](mailto:rwh-tr.0-19service@nhs.net)



The Royal Wolverhampton NHS Trust



# Let's chat sexual health



#ChatSexualHealth

More information, including T&Cs and privacy, at: [www.embracewolverhampton.nhs.uk/chatsexualhealth](http://www.embracewolverhampton.nhs.uk/chatsexualhealth)

Text a school nurse on  
**07480 635 548**  
for confidential support and advice.

STI testing

Pregnancy advice

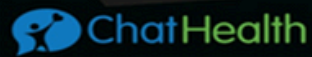
Smear tests

HIV testing

Safe sex

Counselling

Emergency contraception



## Aged 11 - 19?

Text a school nurse on  
**07507 332 631**  
for confidential help and advice.

- General health
- Anxiety, emotions and anger
- Family issues and friendships
- Social media
- Body image and identity
- relationships
- Bullying
- Smoking, alcohol and drugs

#chathealthwolves  
For more information, including T&Cs and privacy, visit: [www.royalwolverhampton.nhs.uk/chathealth](http://www.royalwolverhampton.nhs.uk/chathealth)



The Royal Wolverhampton NHS Trust

School Nurses are part of the 0-19 service.

They offer free, confidential advice and support. They are qualified nurses with additional training and skills in meeting the health and wellbeing needs of young people. ChatHealth allows direct access to a school nurse.



# St Regis Careers Fair

## 🌟 Inspiring Futures: Our Careers Fair Success!

This week, our school hosted a vibrant and engaging Careers Fair, bringing together students, educators, and professionals from a wide range of industries. The event was a resounding success, offering students valuable insights into future career paths and educational opportunities.

## 👤 Who Attended?

We welcomed representatives from local and national employers across sectors such as healthcare, engineering, education and training, housing, personal services, coaching. We also had universities and colleges offering guidance on post-16 and post-18 options and apprenticeship providers and training organisations in attendance.

Each exhibitor brought a wealth of experience and enthusiasm, helping students explore career options and ask questions about qualifications, pathways, and day-to-day roles.

## 💬 Student Engagement

Students from Years 7 to 13 had the opportunity to speak directly with professionals about their careers, discover routes into employment, university, and apprenticeships and they were able to take part in interactive activities.

Many students commented on how the fair helped them feel more confident about their next steps and inspired them to explore new possibilities.

## 🎯 Why It Matters

Events like the Careers Fair are vital in helping students make informed decisions about their futures. By connecting education with the world of work, we aim to empower every student to pursue a path that suits their skills, interests, and ambitions.

A huge thank you to all the organisations who gave their time and energy to support our students, and to the staff who helped organise the event. Your contributions made a real difference.



# SEND

# FREE

## Sports Provision

### Football:



**Monday**

5-6pm – Under 16

6-7pm – 16+



**City of Wolverhampton College,**  
Wellington Road, WV14 6BT



**Tuesday**

5-6pm – 11-18 years of age



**Ashmore Park Hub,**  
Griffiths Drive, Ashmore Park,  
WV11 2LH



**Thursday**

5-6pm – 11-18 years of age

Football & Multisports



**Wolves Foundation Arena,**  
WVActive, Aldersley Road,  
WV6 9NW

For more information,  
please contact Gavin Jones:  
[gavinjones@wolves.co.uk](mailto:gavinjones@wolves.co.uk)  
or call **07572 167347**



**Wolves  
Foundation**



**We're excited to share a fantastic opportunity from Wolves Foundation's Sporting Chances programme! These free sports sessions are open to children and young people with SEND (Special Educational Needs and Disabilities) who want to get active, make friends, and have fun in a supportive environment.**



# SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

Secondary | November 2025

## Helping young people think critically: misinformation and conspiracy theories online

Today's young people are growing up in a world where news, opinions and videos appear instantly - often before they've had time to think them through. Social media platforms such as TikTok, Instagram, YouTube and X (Twitter) are now where many children get their information about the world.

### What's the challenge? Not everything they see is true.

Some of it is misinformation (false or misleading information) and some are conspiracy theories - such as ideas claiming secret groups or plots are controlling world events. These can spread quickly online, often designed to shock, anger or persuade.

### Why young people are drawn in

It's natural for children to explore big questions and look for answers. Online content that sounds bold or mysterious can feel exciting and convincing- especially when it's presented confidently or emotionally.

Apps and algorithms can reinforce this by showing users more of the same kind of content they've watched before. For example:

- **TikTok** and **YouTube** use recommendation systems that can lead from harmless curiosity to more extreme or misleading videos.
- **Instagram** and **Snapchat** may spread rumours or fake stories quickly through friends' posts and private messages.
- **X (Twitter)** and **Reddit** often mix real news with speculation, which can make it hard for young people to tell fact from opinion.

The more time children spend on these platforms, the more normal this flood of conflicting information can feel.

### A shared responsibility

If our young people are using social media, we can't control every video or post our they see, but we can teach them how to question and think critically about it.

By staying involved, showing interest and keeping conversations open, parents and carers can help young people grow into informed, thoughtful digital citizens who can tell fact from fiction.

### In this issue:

- Misinformation and conspiracy theories
- Unsupervised events

## HOW PARENTS/CARERS CAN HELP

### 1. STAY CURIOUS, NOT CRITICAL

If your child mentions something unusual they've seen online, ask open questions: "Where did you see that?" or "What do you think about it?" Listening calmly shows you're interested, not judging or dismissing them.

### 2. TALK ABOUT HOW PLATFORMS WORK

Explain that social media apps want people to keep watching, so they show content that triggers strong reactions - even if it's misleading. Understanding how algorithms work helps children step back and think more clearly.

### 3. ENCOURAGE THEM TO CHECK SOURCES

Show your child how to look for information on trusted news websites or fact-checking pages like **Full Fact**, **BBC Verify** or **Newsround**. Ask: "Who made this?" and "What's their reason for posting it?"

### 4. SHARE YOUR OWN EXPERIENCES

Talk about a time you believed something online that turned out to be false. It helps young people see that anyone can be caught out and that being willing to question and correct yourself is a strength.

### 5. PROMOTE BALANCE AND PERSPECTIVE

Suggest following a mix of reliable sources - news outlets, educators and positive creators - not just influencers or accounts that share dramatic opinions. Remind them it's healthy to switch off and do things offline too.

Keeping your child safe is our number one priority at St Regis Academy.

You can contact your child's Form Tutor, Head of Year or the Designated Safeguarding Leads if you have any concerns or questions by emailing:

[admin@stregisacademy.org](mailto:admin@stregisacademy.org). If it is urgent, please call the school and ask for a DSL.

# SPOTLIGHT ON SAFEGUARDING

## Staying safe at parties: helping young people make good choices

As children move through secondary school, their social life becomes a huge part of growing up. Parties, gatherings and sleepovers are where friendships deepen and independence grows, but they can also bring new challenges, especially when adults aren't around.

Unsupervised parties at a friend's house can seem harmless or 'normal', but without adults present, situations can quickly get out of hand. Alcohol, peer pressure and risky behaviour can all play a part, even when no one intends for things to go wrong.

The goal isn't to stop young people from socialising, it's to help them stay safe, make good choices and know they can always turn to you for help.

### What makes unsupervised parties risky?

Even well-meaning plans can become unsafe when:

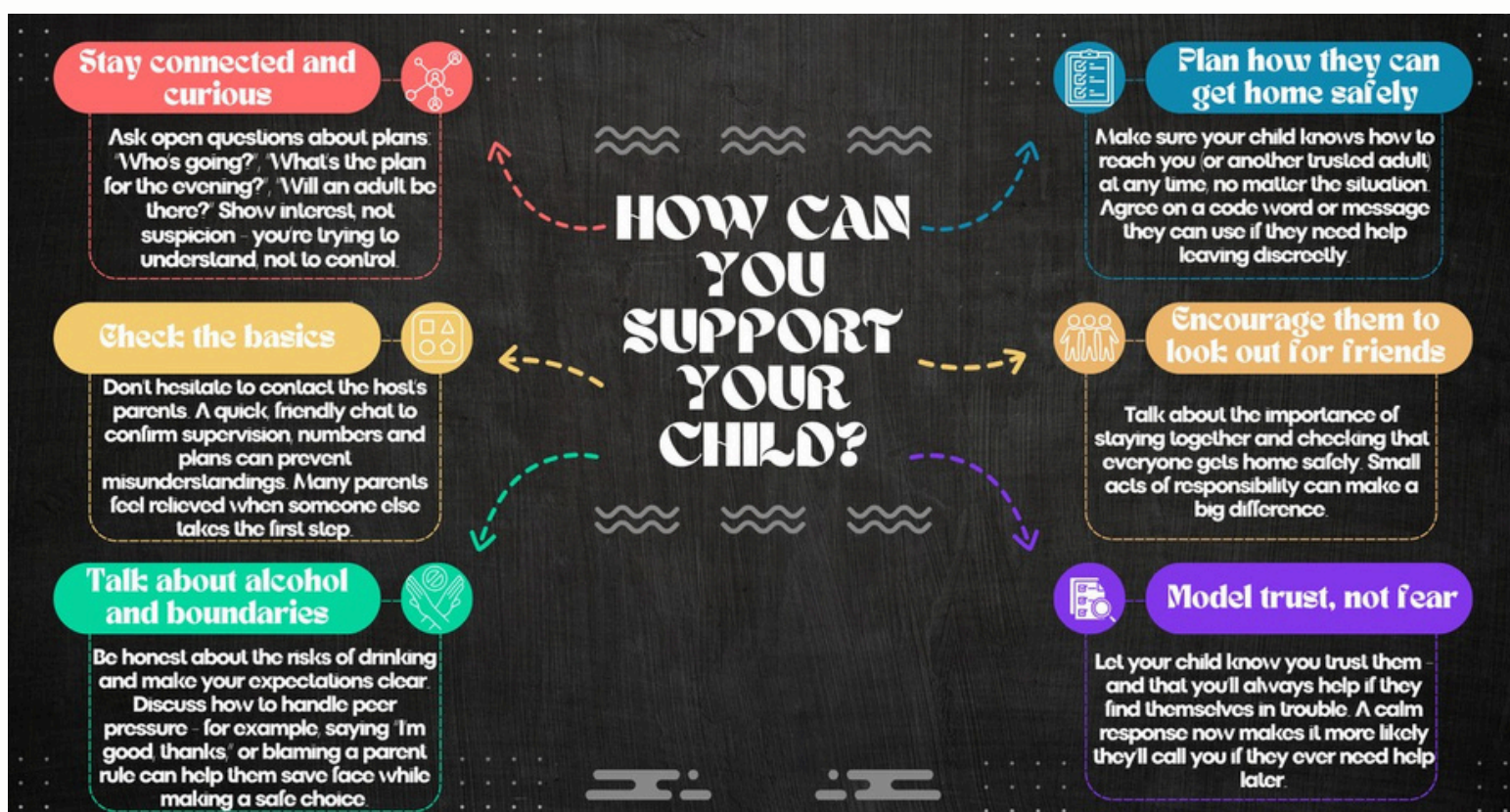
- alcohol or vaping is introduced
- word spreads on social media and far more people turn up than expected
- guests don't all know each other
- there's no adult to manage boundaries or call for help if needed
- peer pressure makes it hard for young people to say no.

Most young people want to do the right thing - they just need support, information and a plan.

### What to do if you are hosting

If your child wants to have friends over, consider:

- Keeping the group small and supervised.
- Agreeing clear start and finish times.
- Keeping alcohol out of reach and monitoring any social media sharing.
- Being visible – even if you're just "around" in another room.



# From the Chaplain...

***"Give us this day our daily bread" Matthew 6:11***

As we celebrate our Harvest Festival in school this week, we remember and give thanks for the many ways in which God has provided for us as individuals and as a school community. It has been a real pleasure to receive the generous gifts of food and toiletries brought in by our students and colleagues this week and to meet and hear from the foodbank volunteers about the difference those gifts will make in our community.

Our big question this week, being discussed in groups and classrooms around the school, is 'Can we ask God to feed us and yet ignore others who are hungry?' It has been noted that an attitude of gratitude often seems to lead to a spirit of generosity. That is in visible contrast to the fear and panic which might overtake us in times of crisis and lead to a vicious circle of greed borne from a perceived need for self-preservation... we only have to think of the toilet paper and egg crises during lockdown or the unnecessary queues at petrol stations at the first hint of a fuel shortage. Our God is a God of abundance and generosity. When we act in acknowledgement of that and in keeping with his image in us, then there is plenty.

Our Bible story this week from Matthew 14 exemplifies this. It is the story of a small boy who was willing to share his lunch. Because he was willing to give what he had and work in partnership with God, a great crowd of over five thousand hungry people were fed and satisfied. This wasn't something that Jesus chose to do alone; he drew in the support of others including his disciples and the small boy. What marvels and miracles will God perform with the little that we offer him, if only we are willing? What difference might we make in our community if we are willing to be courageous and to trust in God's providence?

**Lord, teach us the gift of generosity. May we seek always to act from courage and trust and not from fear. Remembering that your kingdom grows from something as tiny as a mustard seed into something marvellous and great, take the little we offer and use it to transform and to bless the world around us. Amen**

