

ST REGIS ACADEMY

NEWSLETTER

1st May 2026



SOW



NURTURE



GROW



FLOURISH

MESSAGE FROM MR GREEN

Culture Day 2026 has been another fantastic celebration at St Regis. It has been lovely to see the wonderful array of colours, flags and cultural clothing across the school, with pupils and staff proudly sharing something of who they are and where they come from. In a world that can too often feel divided, our St Regis community continues to foster a culture of respect, kindness and understanding – providing a powerful example of how communities can live and learn together harmoniously. This is why our school values are so important to us. At break time, the whole school gathered in a circle outside, and we were led in worship by Chaplain Jo before being treated to a fantastic dhol drum performance. It was a joyful, vibrant and very special moment for our school community, and a reminder that every young person at St Regis is known, valued and able to flourish.

I enjoyed watching our boys' cricket team play in a competition on Wednesday led by our coach, Mr Askin. They faced tough competition but fought hard and with great skill and sportsmanship! We encourage all pupils to engage in the sporting opportunities on offer and our range of teams have performed well this year – we are looking forward to athletic events after half-term.

As our students prepare for, and begin to sit, their examinations, they are very much in our thoughts and prayers. We ask that they know a sense of calm, courage and confidence in the weeks ahead, and that they remember they are valued not simply for the grades they achieve, but for the young people they are becoming. If parents need any additional guidance on the exam season, please contact your Head of Year or Mr Rogers, our Exams Officer.

Enjoy the bank holiday, and we look forward to welcoming students back on Tuesday 5th May.



Mr Green
Head of School



ST REGIS STARS OF LAST WEEK!

- YEAR 7 – Tommy C.
- YEAR 8 – Janelle O.
- YEAR 9 – Kimberley M.
- YEAR 10 – Katherine E.
- YEAR 11 – Shriya P.



- CHESTER – Gurleen K.
 - LICHFIELD – Kimberley M.
 - WORCESTER – Trevor C.
- HOUSE OF THE WEEK
CHESTER!**



KS3 RUGBY PATHWAY

IN PARTNERSHIP WITH COVENTRY RUGBY



A fantastic opportunity for **Year 6 students** who already play club rugby and want to develop their skills in a supportive, high-performance environment at St Regis Academy, Wolverhampton.



TRAINING

Strength, conditioning and nutrition support from Coventry Rugby staff.



WEEKLY COACHING

Protected curriculum time with specialist rugby coaching.



1:1 MENTORING

Guidance and support from Three Spires Sixth Form Rugby Academy players.



COMPETITIVE FIXTURES

A number of fixtures throughout the academic year.



Already have a Year 7 place for September 2026? Let us know that you'd like to be considered for the Rugby Pathway. If you've not yet secured a place at St Regis, contact us to find out more about the Rugby Pathway at **01902 558333**.

Building on the success of our Sixth Form Rugby Academy in association with Coventry Rugby Club, we are excited to launch our KS3 Rugby Pathway.

This exciting new opportunity is open to current Year 6 students who will be starting Year 7 in September 2026.

If you have already secured a place at St Regis for your child and would like them to be considered for the Rugby Pathway, please get in touch.

If you have not yet secured a place, contact us to find out more about this fantastic new offer.

Please share this exciting opportunity.





St Regis Culture Day 2026





Join us at a St Regis Open Event!



Monday 1st June 9:30am - 11am
Tuesday 9th June 9:30am - 11am
Thursday 18th June 9:30am - 11am &
St Regis Summer Fayre 4pm to 7pm
Wednesday 24th June 9:30am - 11am

Book Now!



Prospective students and their families are invited to attend our Summer Open Events. Come along and experience the vibrant community at St Regis!



ST REGIS ACADEMY IS PROUD TO HOST



THE WORLD FAMOUS FODEN'S BAND

SATURDAY 20TH JUNE - ST REGIS ACADEMY

7:00PM START (DOORS OPEN AT 6:30PM)

JOIN US FOR AN UNFORGETTABLE EVENING OF LIVE
MUSIC



HOSTED BY FRIENDS OF ST REGIS PTA

SCAN QR
CODE TO
PURCHASE
TICKETS

TICKETS:

Early Bird Adult Ticket £10.00 (Tickets Purchased by May 31st)

Standard Adult Ticket £15.00

Under 18's £5.00

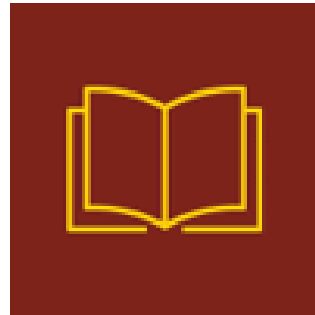


RICHARDSON

BROTHERS FOUNDATION

PROUD SPONSORS OF THE EVENT





School Stationery Shop

Open before school and break time

Item	Price
Black ballpoint pen	20p
Pencil	20p
Ruler	40p
Eraser	20p
Highlighter	30p
Pen, pencil, ruler, eraser	£1

- **Please pay at the till using your school pin code**
- **Please add money to Arbor Pay**
- **Free School meal money can't be used for stationery**



SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

Secondary | May 2026 | In this issue: Beauty and fitness influencers | Stress and resilience

Understanding the influence of beauty and fitness content on young people

Social media is a central part of many young people's lives and while it can be a space for creativity and connection, it also exposes children to powerful messages about appearance, body image and self-worth. One growing concern is the rise of beauty and fitness influencers - content creators who focus on appearance, dieting, exercise routines and 'ideal' lifestyles. While some content can be positive or motivating, much of it promotes unrealistic standards that can negatively affect how young people see themselves.

What is this content, why are children seeing it and how can it be harmful?

Platforms like **TikTok, Instagram and YouTube** use algorithms to show users more of what they engage with, so even brief interactions can quickly shape what a child sees. This often leads to repeated exposure to beauty content (more commonly targeted at girls) and fitness content (more commonly targeted at boys), which can appear within minutes of using an app. While some of this content can be positive, frequent exposure can lead young people to compare themselves to unrealistic or edited images, feel pressure to look a certain way and develop low self-esteem. It can also promote unhealthy habits and narrow ideas about appearance, making it difficult for young people to recognise its impact.



CONVERSATION starters FOR PARENTS

TALKING OPENLY ABOUT THIS TOPIC CAN MAKE A BIG DIFFERENCE. YOU DON'T NEED TO HAVE ALL THE ANSWERS, STARTING THE CONVERSATION IS WHAT MATTERS.

1 "WHAT KIND OF VIDEOS DO YOU SEE MOST ON YOUR FEED AT THE MOMENT?"

2

"DO YOU THINK THE PEOPLE IN THOSE VIDEOS LOOK LIKE PEOPLE IN REAL LIFE?"

3 "HOW DO THOSE POSTS MAKE YOU FEEL ABOUT YOURSELF?"

4

"DO YOU THINK ANY OF THAT CONTENT IS EDITED OR FILTERED?"

5 "WHAT DO YOU THINK A HEALTHY LIFESTYLE ACTUALLY LOOKS LIKE?"

How to reduce this content in your child's feed

While you can't control everything your child sees, there are practical steps that can help reshape what the algorithm shows them:

Encourage mindful scrolling: remind your child they don't have to engage with every video. Even pausing on content can signal interest to the algorithm.

Use 'not interested' features: most platforms allow users to hide or reduce similar content.

Diversify their feed: encourage following accounts based on hobbies, interests or positive role models outside of appearance-focused content.

Review screen time and usage together: regular check-ins can help you understand what they're seeing.



MYTH VS REALITY



It can be helpful to challenge some of the common messages young people may absorb from social media by looking more closely at the reality behind them.

MYTH

"Everyone online looks like this."

"If I don't look like that, something is wrong with me."

"Fitness content is always healthy."

REALITY

Much of what young people see is filtered, edited, posed or carefully selected. It is not an accurate reflection of everyday life.

Bodies develop at different rates, especially during adolescence. There is no single 'ideal' body type.

Some content promotes unrealistic routines, overtraining or unhealthy attitudes towards food and exercise.

SPOTLIGHT ON SAFEGUARDING

Helping your child navigate stress and build resilience

As parents, it's natural to think of stress as something that mainly appears around exams. But for many secondary school students, stress can show up in everyday life, often in ways that are easy to miss.

Understanding what stress looks like, how it affects young people, and how to build resilience can make a lasting difference to your child's wellbeing.

When do children experience stress and how does it affect them?

Stress can arise from everyday experiences such as friendship changes, social pressures, busy schedules, family situations or uncertainty about the future. What may seem minor to adults can feel overwhelming to a young person who is still developing the skills to manage these challenges.

When stress builds up, it can affect both emotional wellbeing and physical health. Young people may struggle to concentrate, feel constantly tired or become more irritable and withdrawn. You might also notice changes in sleep, appetite or motivation, alongside physical symptoms like headaches or stomach aches. Over time, ongoing stress can impact confidence and enjoyment of school and daily life.

Signs your child might be stressed

Every child is different, but some common signs include:

Emotional signs

- Increased anxiety or worry
- Becoming withdrawn or unusually quiet
- Low mood or tearfulness

Behavioural signs

- Avoiding school or activities they used to enjoy
- Changes in friendships
- Procrastination or loss of motivation

Physical signs

- Trouble sleeping
- Frequent illnesses or complaints of aches
- Changes in eating habits

Often, it's a change from *their usual behaviour* that matters most.

Why resilience matters

Resilience is the ability to cope with challenges, adapt and recover from setbacks. It doesn't mean avoiding stress altogether, because that's not realistic, but rather helping young people understand that difficult feelings are a normal part of life and will pass. When children develop resilience, they begin to see that they can handle challenges, learn from setbacks and build confidence through experience. These skills not only support them in school but also play a vital role in their long-term wellbeing, relationships and future independence.

How you can support your child

You don't need to 'fix' everything—small, consistent actions make the biggest difference.

Keep communication open



Make time for regular, low-pressure conversations. Car journeys or shared activities can be easier than direct questioning.

Listen more than you solve

Sometimes children need to feel heard rather than given solutions straight away.



Normalise stress

Let them know it's okay to feel overwhelmed sometimes and that it happens to everyone.



Help them build routines

Sleep, meals and downtime are powerful protective factors.



Encourage problem-solving

Support them in thinking through challenges rather than stepping in immediately.



Model resilience

Children learn a lot from how adults handle stress. Talking openly about your own coping strategies can be powerful.



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. If it is urgent, please call the school and ask for a DSL.

From the Chaplain...

As we have travelled through the season of Easter we have heard various tales of disciples who didn't see or didn't recognise the risen Christ. Our story this week is of Thomas, who was not there when Jesus appeared to the other disciples and then claimed that he would not believe Jesus was alive unless he saw him with his own eyes. The following week, Jesus appeared once more in the locked room where his friends were hiding away and this time Thomas was with them.

There is no cry of 'We told you so!' in this account and no criticism of Thomas' doubts; Jesus doesn't complain at Thomas' slowness to understand or berate his questioning. It seems that Thomas is, like many of us, someone who needs to experience things for himself before they really sink in and make sense. Jesus gently meets Thomas where he is, without reproach, and invites him to see and believe. It seems that a curious and questioning mind is sanctioned, if not rewarded and encouraged in this story... it is OK for us to ask questions, it is OK for us to want to experience God at work for ourselves rather than blindly believing what we have been told. We are actively encouraged to have open minds and to notice where God is and what God is doing.

So where do we see God? How do we grow our faith? The ancient Celtic Christians talked of two books provided by God for our learning: the little book (the Bible) and the big book (the whole of creation). Indeed, when Jesus wanted to teach complex concepts such as the nature of heaven or forgiveness he pointed to aspects of daily life and well-known characters in society. 'The Kingdom of heaven is like this,' he said, or 'Your heavenly father is like that.' Over the next two weeks in school we also are being encouraged to consider our daily lives, the world around us and our every day actions: where can we see aspects of God in our lives and the world around us? What can we learn from them? Perhaps like those early resurrection appearances, as we look more closely at our surroundings and listen more carefully to the people around us, we will discover God with us hidden in plain sight.

