



Church Hill Middle School Summer term 1 newsletter

A message from Mrs Jarvis





CHURCH HILL MIDDLE SCHOOL

Dear Parents and Carers,

Communication

Thank you for taking the time to visit and read our half termly swag. We aim to provide you with a snapshot of the wealth of lessons, and opportunities, that the pupils are open to within a term with a hope to showcase our core aim of fostering 'a love of teaching and a love of learning'.

For daily pictures of student work please visit - [Church Hill Middle facebook page](#)

Arbor

Following May half term we will have fully converted over to Arbor. If you have not managed to download or get access to Arbor please contact the office on office@churchhill.worcs.sch.uk.

All incoming communication from parents and carers will come into the office who will then triage this to the corresponding person/department. You will then have a response come in directly through the in-app messaging system.

Please see our feature below for further information.

KS2 SATs

We are incredibly proud of the attitude and maturity demonstrated by our year 6 pupils. They showed **resilience** in their revision and conduct through each test, they **worked hard** on practising their knowledge in preparation for their tests and they showed incredible **kindness** and consideration for each other and their teachers throughout.

Uniform

Through consultation with pupils, parents and teachers we have opted to adapt our PE uniform for the start of the Autumn term 2025. These changes are to ensure our students

are smart and comfortable but to also ensure that different options are available to suit all family budgets. Further details about the PE uniform changes had been sent out directly but can also be found below.

Lastly, I want to thank you for all your support in this short but very busy half term and to have a restful half term break.

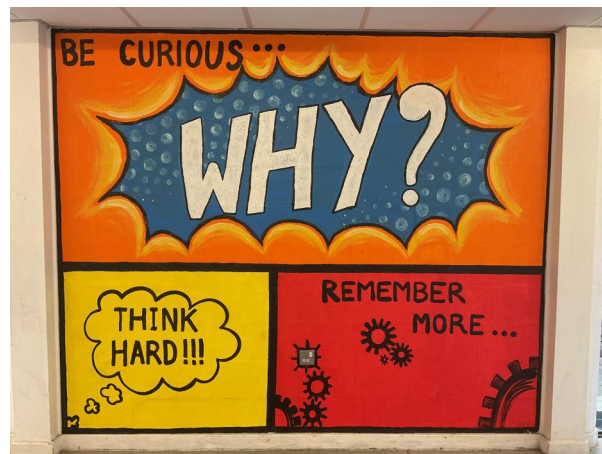
We are Kind

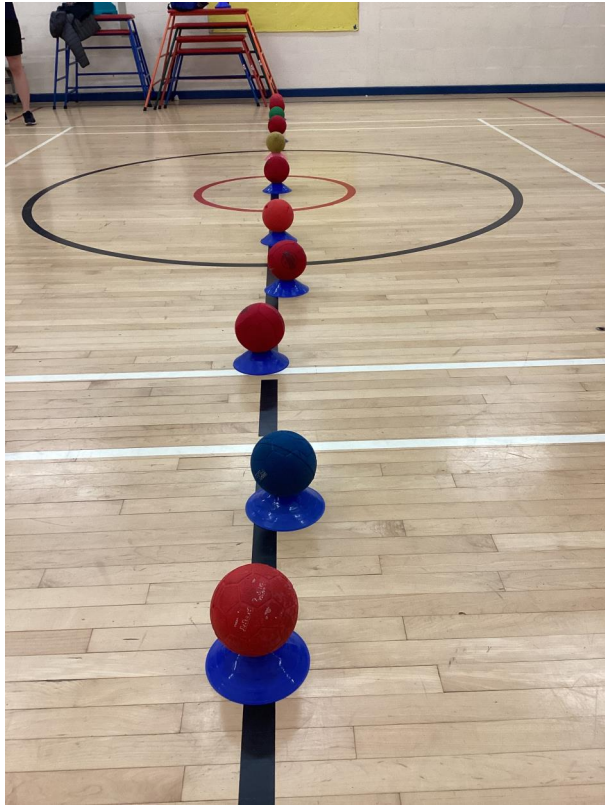
We are Resilient

We are Hard working

Kind regards

Laura Jarvis





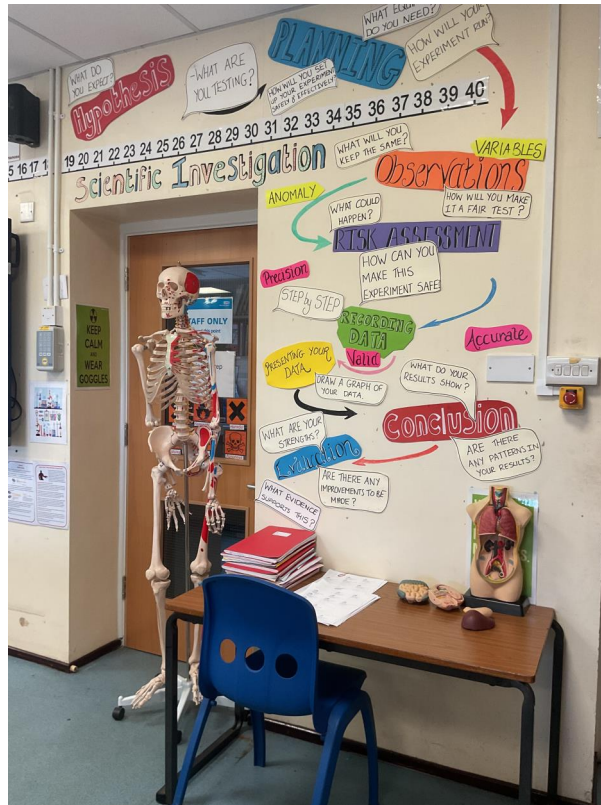
WE ARE Kind

WE ARE RESILIENT

WE ARE HARDWORKING







KS2 News



Key Stage 2 have had an exciting spring term, taking part in lots of learning opportunities both in and out of the classroom.

We have been learning about:

Year 6 have been learning all about the Windrush Generation in history this half term. They have done research into where the Windrush Generation came from, looked at the journey the Empire Windrush made and also what conditions were like for the Caribbean people once they arrived in England. In addition to this, it has been great to see the interest the children have had in our WW2 lessons that linked to the Windrush topic. We have had lots of rich discussions this half term and the children have asked some excellent questions, as well as discussed their opinions and inferences well.

As well as this, all of Year 6 have worked incredibly hard in their SATs tests and have given it their all. Their concentration, effort and hard work is commendable, and we are so proud of them! As a post SATs reward, we had some time on the field playing team sports and games such as Capture the Flag. The Kick Rounders tournament won by 6CB!

This term, Year 5 have been really busy learning lots of new skills across the curriculum. In maths, we have been looking at statistics and solving problems linked to line graphs and bar charts. We then moved onto a shape module where we have been learning how to use a protractor to measure angles as well as identifying angles and calculating missing angles. In English and guided reading, we have been using the wonderful book 'When the mountains roared' which is set in the Himalayas. The exciting story has really hooked us. This half term, we have been learning about newspaper reports. The class wrote a cold task about an event in the story and this week are finishing their hot write about a volcanic eruption. They have worked really hard at improving their skills for this tricky text type. In humanities, we have been developing our Geography skills by learning about the Lake District, Poland and Jamaica. We have looked at their populations, terrain and their economy. We will be working this week on comparing them. Outside of the classroom, Year 5 have been improving their athletics skills including running, shot put and high jump. They have also been working on their teamwork during rounders tournaments on Friday afternoons.

Upcoming events in KS2:

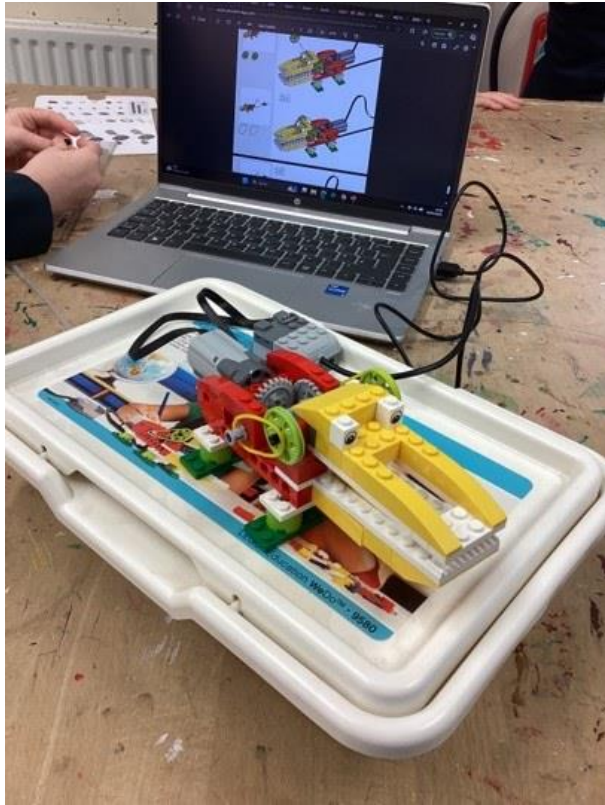
SATs: Monday 12th May - Thursday 15th May

Y6 Residential: Friday 4th July - Sunday 6th July

Monday 16th June: Trust Maths Challenge Competition. 6 Year 5 pupils will be representing our school at this competition. You will receive a letter if you are involved!

Wednesday 9th and Thursday 10th July: Transition Days. Details about these days will be shared with you early next half term.








Tuesday 20th APR 2025

Cold task: Write a newspaper report about the events in Chapter 23 of 'When the Mountains Roared'.

Science vs Superstition: Village Split Over Cause of Destructive Fire

Last night at 11pm a devastating fire erupted in a village of 1500 people. The fire was caused by a lightning strike on a wooden house. Some people think that the fire was caused by a curse on the village.



Wednesday 21st May

As geographer, WALHT locate and understand the features of Jamaica.

Steps to success:

- 1. I can locate Jamaica on a map.
- 2. I can understand why people may visit Jamaica.
- 3. I can decide whether things are high or low terrain.

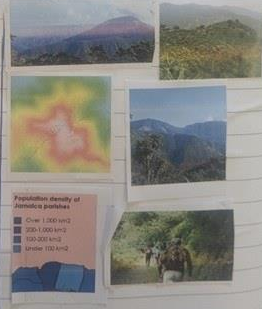
- 1. C ✓
- 2. C ✓
- 3. False ✓

Based on the map of Jamaica, I think the country might be Mountainous because it looks hilly.

Low Terrain



High Terrain



$90 - 4 = 90$ ✓
 $90 + 90 = 180$ ✓
 How many degrees are there in a right angle? 90 ✓

Right angle is a corner of a full turn
 Right angle symbol

The symbol for degrees is °

Angles greater than 90° but less than 180° are called obtuse angles

All of the angles are smaller than a right angle
 Angles less than a right angle are called acute angles



KS3 News



KS3 students have been working hard on their Summer Ebacc Assessments (English, mathematics, geography, history, science and French) this half term. Teachers have supported students by designing and delivering revision lessons in school and providing revision to complete at home. This is an opportunity to prepare students for high school and to also provide teachers with the information they need to measure progress and improve our schemes of learning.

We have been learning about:

Year 7: In Art students have begun their enquiry based project where they have a choice of mediums to work with, and topic ideas. Students have really enjoyed being able to choose their own focus! In geography students have been learning about extreme weather events including hurricanes, and in history they have been learning about life in medieval England. In English students have been studying the power of spoken language through the words of Malala Yousafzai, a school girl who survived being shot by the Taliban to later gain a degree at the University of Oxford. In computing students have been making their own games using Scratch software.

Year 8: In English students have been learning how to be persuasive by using a range of rhetoric techniques. In art students have been practicing their portrait skills, including creating some fantastic caricatures. In food technology students have been making the school smell amazing whilst making focaccia bread, and in music students have been using online music technology to compose their own musical master pieces. In Science students have been learning about the wonders of the human body and energy transfers.

If you would like to see what students will be learning about in more detail please visit the Church Hill website curriculum page. [Church Hill Middle School - Curriculum](#)

Summer Home Learning:

All students in KS3 will be set regular home learning tasks in the summer term. These will be set by subject teachers according to the schedule below:

English and Maths

Weekly

Up to 30 minutes

Science Languages + Humanities

Fortnightly

Up to 30 minutes

Drama/RE/Music/Art

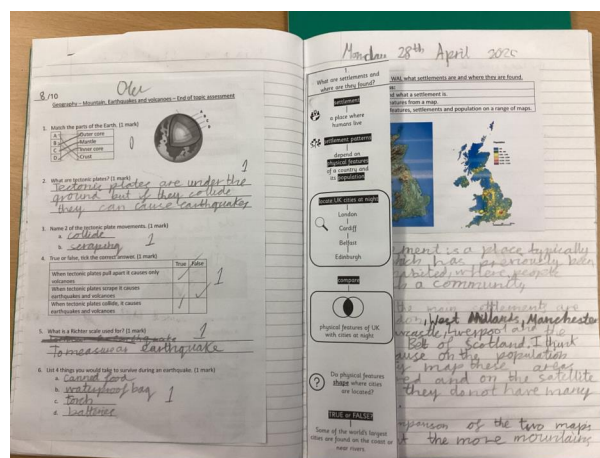
Every 4 Weeks

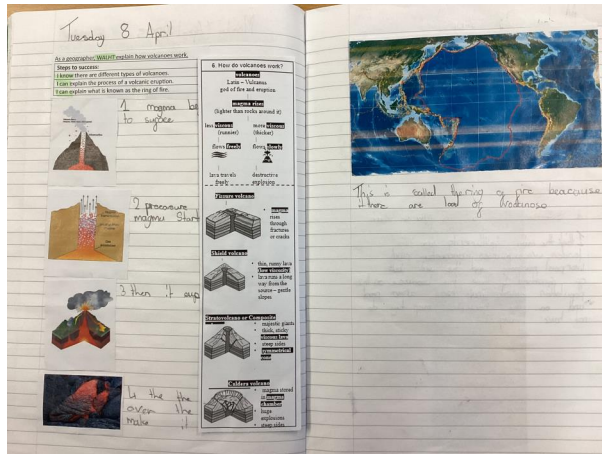
Up to 30 minutes

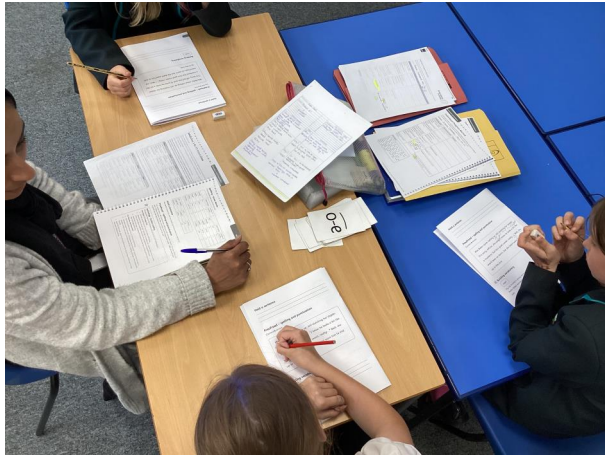
Completing home learning tasks is an important part of preparing students for high school. Students will be rewarded for excellent home learning by their class teachers. We will also be tracking those students that do not complete their home learning tasks and the Phase Team will contact parents and carers of these students to discuss the barriers to completing home learning tasks and to offer support to ensure that all students build healthy habits around completing learning at home.

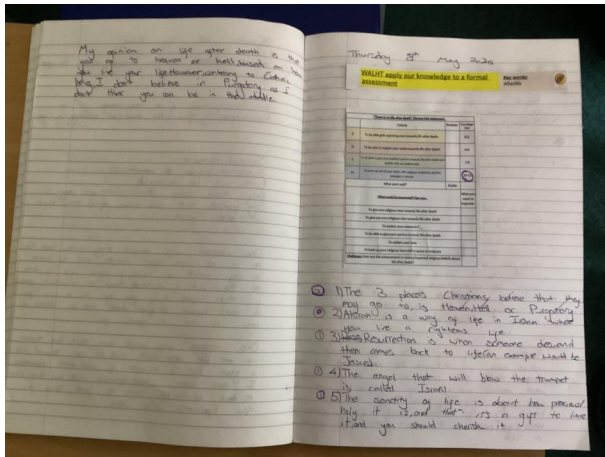
Year 8 Celebration Evening

On Tuesday 15th July our Year 8 students will be invited to a Celebration Evening at Arrow Vale. More information to follow as our students are busy planning the evening to ensure it's a fun way to celebrate the journey our students have been on at Church Hill over the last four years and all their achievements.









Friday 20th March 2025

It is also important to show on my class how I can put their own words into the story. The story from a more personal account rather than just a story. There are no more pictures, but I will be using the text.

The SHAHADAH is the act of accepting Allah as the only God, and that there is no other God, and that Muhammad is His messenger.

Objective	Y1	Y2	Y3
1. To be able to recite the Shahadah and understand its meaning.			
2. To be able to explain the meaning of the Shahadah.			
3. To be able to explain the meaning of the Shahadah in their own words.			
4. To be able to explain the meaning of the Shahadah in their own words.			

1. Muslims believe that those who accept Islam will be rewarded by Allah in the afterlife. This is based on the Quran and Hadith.

2. Hell is described as a place of eternal punishment. It is a place of fire and smoke, and is the opposite of Paradise.

3. Paradise is a place of eternal reward. It is a place of peace, happiness, and beauty. It is the opposite of Hell.

4. It is said that the soul will be taken to Hell or Paradise after death.

5. When the Day of Judgment comes, the gates of Paradise will be opened for the righteous, and the gates of Hell will be closed for the wicked.

6. It is said that some people will be thrown into Hell for their sins. This is based on the Quran and Hadith.

7. Hell is a place of punishment. It is a place of fire and smoke, and is the opposite of Paradise.

8. Paradise is a place of reward. It is a place of peace, happiness, and beauty. It is the opposite of Hell.

9. The Day of Judgment is the day when all people will be judged for their deeds. This is based on the Quran and Hadith.

10. The Quran and Hadith are the sources of Islamic law. They provide guidance for Muslims on how to live their lives.

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TITLE: What is a Community?

Starter Answers: A community means we are part of a group. We can connect to this by sharing ideas, thoughts, feelings, and we can do things together. Most of the time we do not get along but some things might happen that we don't.

Sorting Activity

Tolerance	Community Cohesion	Multicultural Society	Values	Identity
Made up of a range of people from different cultural and religious backgrounds.	A moral standard of behaviour accepted by society.	Together with members of a community, the 'glue' that holds a community together.	Characteristics which determine what or who a person is e.g. social class, heritage or gender.	An understanding and acceptance of others who may hold different views and opinions to our own.

Describe your community: My community is a neighborhood. It is a mix of different people, including different ethnicities, religions, and ages. It is a close-knit community where everyone looks out for each other.

Communities I belong to: My school, my family, my neighborhood, my country.

Video Reflection: What did you learn from the video clip? (Information, statistics, advice, tips) The video shows that a community is a group of people who live together and share common values and beliefs. It is a place where people can help each other and make a difference.

Gang Violence & Knife Crime: My plan of action: I will talk to my friends and family about the dangers of gang violence and knife crime. I will also try to help them understand why it is important to stay away from these things.

Breakfast Club



Article from Rebecca Atkins and Donna Burns our Breakfast club leads

- Why was breakfast club set up?

Some children used to arrive to school really early, so the school decided to invite them in for hot chocolate and toast, and it's evolved from there really. However, Breakfast is the most important meal of the day, so it sets the children up for the school day.

- How long has it been run for?

It will be 10 years this September.

- How many children attend?

It started as 8 to 10 children daily and it recently has increased to 30 to 35 children daily. We can get up to 50 children on Special Breakfast days.

- How does it help the children?

It focuses the children ready for the school day. Brings friendships together as they enjoy the games, films, chat with friends while enjoying breakfast. Some children get anxious coming into school, visiting breakfast club gives them a positive start to the day.

- Why the special breakfast?

The children enjoy something different, so we offer this once a month. Gives the children new experiences, maybe foods they may not try at home. We try to create themed Special Breakfasts, so far, this academic year we have had MacMillian, Halloween, Remembrance Day, Christmas, Welcome Back, Valentines, Pancake Day, Easter and most recently Children's Choice.

- Why do you enjoy running it?

Donna: I enjoying talking to the kids, watching them with their smiley faces and listening to laughter. Listening to their troubles and being able to help them. Love watching them enjoy their food, we have a speciality ' The Breakfast Bread House'. It's our own little community.

Becky: I love the interaction with the children, talking to them about their weekend or evening. I love seeing them excited over playing games and watching films. Knowing that these children have full bellies and are set up for the day, what more could I ask for. I would be lost if I didn't run Breakfast Club.

- How can parents and carers apply for their child to be in breakfast club?

<https://forms.office.com/e/0ckv90Pbk1>

We have a Microsoft form set up (as above). So, they can message the office expressing their interest and we can send parents/carers the link that way. Parents will then need to fill out the Microsoft Form.







Church Hill Sports events and upcoming fixtures



Despite this being a short half-term, we still had plenty of sporting success to celebrate.

- Year 5 & 6 indoor rowing competition.
- Year 7 & 8 indoor rowing competition - Year 7 boys 2nd place, Year 8 girls 2nd place, Year 8 boys 2nd place, Jakub 2nd place Year 8 boys individual, Jackson 3rd place year 7 boys individual.
- Year 8 take silver in the district netball tournament.

- Milly qualified at the county athletics trials and will represent Redditch next month at the county school athletics competition in 100m and shot putt.
- Year 7 & 8 girls football team reached the final of the Worcestershire County-Cup, narrowly missing out on bringing the cup home after a 2-1 loss - big thank you to all the parents and staff who have come to support the girls throughout this competition.

Keep fit; join a team; make friends; enjoy sport!

Speak to the PE staff to find out how you can take part.







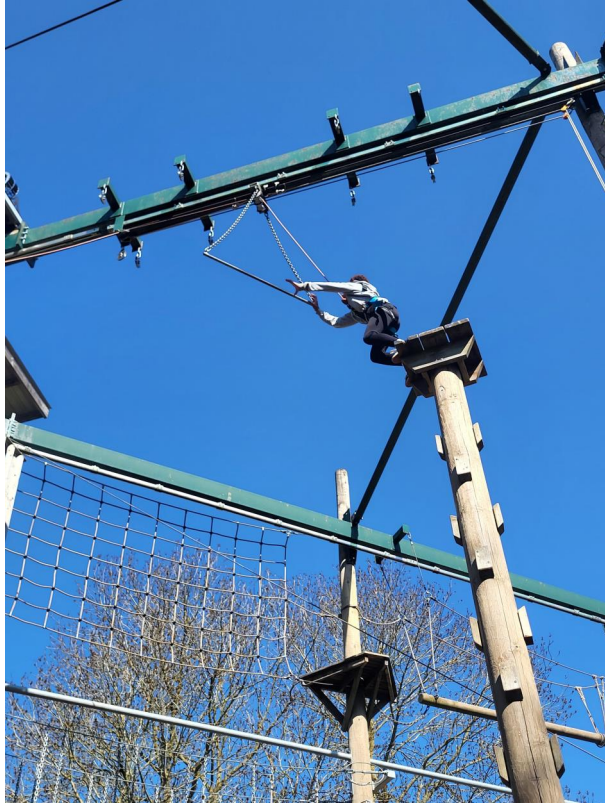
Condover Hall - Year 8 Residential



At the end of Spring term, our Year 8 students attended their residential to Condover Hall in Shrewsbury.

The students were amazing and faced all the challenges that each activity brought with a positive attitude. Many lasting memories were made for our Year 8 students to take with them on to high school.











Rewards for attendance and positive behaviour





Rewards at Church Hill



Epraise Points
Epraise points can be earned at any time during the school day for showing any of our school expectations.

- Ready
- Respected
- Safe
- Taking Responsibility.

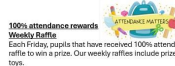
Epraise points can also be given for **excellent effort in lessons and during sporting fixtures and clubs.**

Rewards for Epraise Points
Rewards for Epraise points are given half termly and are tiered.
Each half term, spendable Epraise points are reset to give students a fresh start. This does not delete, their overall points. Overall points will then be used to reward children at the end of the school year.



Postcards
At the end of each lesson, a staff of the lesson will be chosen to receive a postcard from the teacher.
Children who receive a postcard will be entered in a raffle to choose a prize from the key stage prize box.

SLT Postcards
SLT postcards will be awarded to children when they are noticed by a member of the Senior Leadership Team for going above and beyond.
Children that receive an SLT postcard do not need to be entered into a raffle. They automatically receive a prize.



100% attendance rewards
Weekly Raffle
Each Friday, pupils that have received 100% attendance that week will be entered into a raffle to win a prize. Our weekly raffles include prizes like sweets, chocolates, and fidget toys.

Monthly Raffle
Each month, a larger raffle will take place. This will be for children that have received 100% attendance for one month. These raffles will include larger prizes. These have included vouchers for local companies/shop days out, an air fryer, hair curlers, amazon vouchers, tickets to mascot day at Redditch United game and many more exciting prizes.



Achievement Assemblies
Each week, teachers will nominate students from their classes to receive a mention in our achievement assemblies.
Children that receive a mention in the achievement assembly get to spend 20 minutes with their phase leader talking about their achievement over some biscuits or cake.

1 - This term, we have given out 36 awards for 100% attendance during our weekly raffles! These have include, chocolate and sweets, amazon vouchers and vouchers for days out, including at Atwell Farm, No Limits Trampoline Park and Wythall Transport Museum. This term has seen our highest number of children achieving 100% attendance and 50 more children have achieved 98% or above than last term - well done, Church Hill! Next term, we will continue with the attendance awards. We look forward to seeing who the winners are. Please note, that children attending medical appointments, where evidence is shown to school will still be including in attendance raffles.

We know being a parent/carer can be challenging at times. We are here to help if there are any problems affecting your child. Do please speak with your child's class teacher/form tutor in the first instance or the phase leader of their key stage.

To assist parents deciding whether their child is too ill to attend school or otherwise, the NHS have produced a weblink you may also find useful: [Is my child too ill for school? - NHS \(www.nhs.uk\)](https://www.nhs.uk)

Behaviour rewards have taken place this week, including Key Stage reward afternoons, a pizza party with Mr Harrison-Webster and a behaviour raffle for any children achieving more than 50 Epraise points this half term. Well done to all of the children that have worked hard to achieve these rewards this week!

Transferring over to Arbor



Important Update: Transition to Arbor for School Communications

We are writing to remind you that from Monday, 2nd June, our school will be moving all communications from Epraise to the Arbor platform. This change will help us streamline communication and ensure you receive timely and consistent updates regarding your child's education and wellbeing.

From this date, all communication from the school will be sent via the Arbor app. Messages will come through the school office and be shared with the appropriate member of staff. Please ensure you have downloaded the Arbor app and enabled notifications, so you don't miss any important updates.

As outlined in our communication policy, we aim to respond to all messages within 48 hours during the school week.

In addition to general communication, all behaviour-related updates will now be available through Arbor, including:

- Detention notifications: You will receive an automatic message if your child receives a C2 detention.
- Positive behaviour points: These will also be visible in the app and will continue to reflect our school values of being Ready, Respectful, Safe, and Taking Responsibility.

To support you with this transition, we have created a dedicated help page on our website with videos and guides on how to set up and use Arbor. You can access it here: [Arbor Help for Parents/Guardians](#)

Additionally, the Arbor app includes a Help Centre, which you can access by tapping the question mark icon in the top right corner of the app. This provides step-by-step guidance on using its features.

We appreciate your support in making this transition as smooth as possible. If you have any questions or need further assistance, please don't hesitate to contact the school office.

New KS2 and KS3 homework policy (coming Summer 1)



We are currently reviewing our home learning policy with staff and students. We are looking to launch this with parents/carers next half term. In the interim the following home learning will be set for KS3 and KS2 pupils.

KS2 Home Learning:

Maths and English tasks will be set weekly on the Learn by Questions website: [Learning by Questions](#)

Additional homework will be project based and set on a half-termly basis.

KS3 Home Learning:

Maths tasks will be set weekly on the Learn by Questions website: [Learning by Questions](#)

English students will be set a project based activity. This activity will be issued to students by their English teacher after half term.

Uniform expectations (Until the end of Summer 2025)

Non-PE Days

- A navy blazer with 'Rio' piping and the school logo.
- A formal white collared shirt.
- Church Hill Middle School tie.
- Formal black trousers or tailored shorts – chinos, jeans, skinny trousers or leggings are not acceptable. The trousers must not have external buckles, rivets, zips or logos. Plain black, white or grey socks must be worn with trousers.
- Formal black school skirt which must be knee length and must not be of a stretchy or Lycra material. Plain white socks, or black opaque tights must be worn with skirts. The skirt must not have external buckles, rivets, zips or logos.
- Formal plain black low-heeled shoes – these must not have a logo or branding. Trainers or pumps are not allowed.



PE days

- Navy/Rio shorts
- A navy blazer with 'Rio' piping and the school logo (**not to be worn in PE lesson**).
- Navy Jogging bottoms under shorts
- Navy/Rio polo shirt
- Navy/Rio rugby shirt (this is optional, but may be preferred during colder months)
- Trainers
- Navy blue socks
- Football boots

Hoodies and coats are not to be worn in lessons.



New Uniform expectations for PE kit - September 2025

Subject: New additions and changes to PE uniform for Autumn term 2025

Our school has a duty to make sure that the uniform we require is affordable, in line with statutory guidance from the Department for Education on the cost of school uniform. We understand that items with distinctive characteristics (such as branded items, or items that have to have a school logo or a unique fabric/colour/design) cannot be purchased from a wide range of retailers and that requiring many such items limits parents' ability to 'shop around' for a low price.

Therefore, we have made the following accommodations to our PE uniform.

PE uniform adaptations (please refer to the visual posters to see pictures)

- PE top – still a mandatory branded item (no change)
- PE Jumpers – Blazers will no longer be worn over PE kits on PE days. Instead, a Church Hill branded tracksuit top is to be worn or an unbranded navy crew neck sweatshirt. No hoodies are to be worn in school.

- PE bottoms – A range of PE bottoms are now available. School shorts are still advised for warm summer days along with a PE skirt which will now be available. For colder months our navy branded leggings/tracksuit bottoms are to be worn (matching our tracksuit top) or a pair of unbranded navy jogging bottoms/leggings.

These changes are to ensure that students are both smart and comfortable on PE days and allows for parents/carers the ability to select items that match their budget.

We expect that all pupils wear the uniform both in school and when representing the school at events or on visits. When the pupils are travelling to and from school in the community, we expect that the same high uniform standards are met with the pupils wearing the uniform with pride and role modelling our values.



School Uniform Expectations Church Hill Middle School

We expect that all pupils wear the uniform both in school and when representing the school at events or on visits. When the pupils are travelling to and from school in the community, we expect that the same high uniform standards are met with the pupils wearing the uniform with pride and role modelling our values.

School uniform

★ Mandatory branded item



A navy blazer with "Rio" piping and the school logo.

Formal black trousers or tailored shorts

Formal black school skirt which must be knee length

A formal white collared shirt.

A Church Hill Middle school tie



Formal plain black low-heeled shoes



Black or white ankle or knee length socks



School Uniform Expectations Church Hill Middle School

PE kit (worn on PE days)

★ Mandatory branded items



★ Minimum of 1 of these bottoms (optional unbranded items are allowed)

As of September 2025 blazers are not to be worn on PE days.
As of September 2025 shorts are not required to be worn over the top of jogging bottoms or leggings.



School Uniform Expectations Church Hill Middle School



Formal plain black low-heeled shoes – these must not have a logo or branding.



Formal black school skirt which must be knee length and tailored. Plain white socks, or black opaque tights must be worn with skirts.



Plain navy sweatshirt and jogging bottoms/leggings can be worn as an alternative to branded items on PE days.



Trainers or pumps are not allowed on non-PE days. No platform trainers for PE.



The skirt must not be a tube skirt in a lycra/stretchy material. The skirt must not have external buckles, rivets, zips or logos.



No hoodies. No branded sweatshirts. No branded jogging bottoms or leggings.



School Uniform Expectations Church Hill Middle School



Formal black trousers or tailored shorts. Plain black, white or grey socks must be worn with trousers.



Only watches and single small stud earrings are allowed.



Chinos, jeans, tracksuit bottoms or leggings are not acceptable. The trousers must not have external buckles, rivets, zips or logos.



No other jewellery should be worn. For health and safety reasons, all jewellery must be removed for PE. If earrings cannot be removed, they will be covered with tape.

Key dates

KS3 EBACC Assessments: All assessments will take place between Monday 12th May and Friday 6th June

Year 5 Maths Challenge: 6 Year 5 pupils will be representing our school at the Trust Maths Challenge

Church Hill and Abbeywood Summer fete - 27th June - 4-5pm

Year 6 Residential (Culmington Manor): Friday 6th July - Sunday 8th July.

Children's University Graduation: Early July. Invitations will be sent out upon our return to school and a date will be shared once confirmed with the University.

Transition Days: 9th and 10th July. Communication around these days will be sent out early next half term.

End of Year Reports: Week commencing 7th July

Community Links



The CTA (Community teachers association) has now been set up and we are starting to organise our first events!

We are organising a disco for both Church Hill and Abby Wood as well as a joint Summer fete. All proceeds raised will go towards both schools.

If you would like to join the CTA team please e-mail the office office@churchhill.worcs.sch.uk

Support for families



Baby and toddler groups	Health visiting	Feeding your baby	 WORCESTERSHIRE FAMILY HUBS	
	Speech and Language	Midwifery		
Child development	Parenting support/ programmes/ workshops		Activities to do at home	Stop smoking
Healthy eating	Mental health	Food bank vouchers	Healthy start vitamins	
Information about alcohol/drug support	Information about domestic abuse	Health and wellbeing support and signposting	Debt and welfare advice	Youth support



Family Hubs are a place where families can get support and information in one location. This includes baby groups, parenting courses, health visitor check-ups, speech and language appointments and much more.

worcestershire.gov.uk/familyhubs










2 - The Nigel Prosser foundation

Support for families with SEN

[Free Sen Support For Families | Nigel Prosser Foundation](#)

Support your child's online usage over the May half term.



There are no exact rules about the right age to give your child access to technology. Parents are making choices about whether and when to grant greater independence and freedom for their children online.

Whether you are handing down an old device or buying your child a new bit of tech, it is important to think about:

- The age you give your child their own device.
- The access your child has to online platforms and services.

We regularly speak to children and their families about access to technology and consider this alongside what evidence tells us about its impact.

Advice for parents of pre-teens and teens

- **Follow age requirements** - Many popular Apps, sites and games are 13+, it is important to check and follow these with pre-teens.
- **Speak to phone providers** - If your child owns their own smartphone then contact the service provider to make sure it is registered as a child's device. This means additional safety restrictions can be put in place.
- **Support your child with their settings** - Support your child to manage their safety and wellbeing settings across devices and accounts.
- **Focus on regular safety conversations** – It's important to keep conversations regular at this age.
- **Share youth facing help and support** - Make sure your child knows about services that can help like Childline.
- **Revisit parental controls frequently**– you will likely need to revisit your parental controls regularly.

- **Explore healthy habits together** – Healthy habits work best when all the family agrees to following them. This could be agreeing to charge devices away from beds to support sleep and not using devices during mealtimes to help take breaks.

ROBLOX PEGI 7

Roblox is one of the most popular video games among children. In 2020, the game's developers claimed that more than half of the USA's children had played it. As a 'sandbox' title, the game lets players create their own gaming experiences with Roblox Studio to build custom levels, which can then be shared online.

WHAT ARE THE RISKS?

ONLINE PLAY RISKS
Because Roblox connects random players across the world, it puts younger players into an environment where they may meet people they don't know. For example, some role-play games are used for sexting and involve role play, which does expose youngsters to inappropriate messages in the public chat box.

ANONYMOUS PLAYERS
The anonymity of users can leave players vulnerable to bullying, harassment, and pressure to participate. Without the full parental control of Roblox, users can connect with each other via personal messages or friend requests, and it's very difficult to know who's behind a username in this vast online world.

MATURE CONTENT
Content is difficult to moderate throughout Roblox, due to the number of games available. This is particularly notable on smaller games that appear on the site, but in summary, some of the games and experiences offered on the platform contain age inappropriate content that could easily be seen by young players.

RISK OF ADDICTION
Roblox games can feature rewarding or compelling mechanics that keep players coming back – or persuade them to stay longer in the game. While these games, they focus on interactivity, with constant rewards and game objects and scenarios, which can sometimes lead to an obsessive need to remain online for long periods of time.

IN-GAME SPENDING
The majority of games within Roblox have in-game monetisation systems, usually through season passes or microtransactions. Purchases can range from a few pence up to much larger sums of money. While some games offer a lot of content in purchases, others can offer very little for real world money, causing younger players to end up out of pocket.

SCAMS
Many of the games on Roblox feature collectible items, gems, or currencies. These items can be digital, or worth a lot of real money on certain platforms. Scammers will attempt to trade with younger users in the hopes of getting more items that can be sold for real money, manipulating the child into handing them over, usually with misleading information.

Advice for Parents & Educators

MONITOR THE CONTENT
While Roblox does implement plenty of moderation tools and parental controls, it's up to parents and educators to monitor the type of games a child is playing and to ensure they are appropriate for their age. Be sure to check out which specific games they are playing, and get a good idea of their content.

PLAY TOGETHER
Consider playing Roblox with the children in your care. There are few more effective ways to see how moderation works, prove that moderation games should lead to positive behaviours, or even remind them that moderation if players works, then letting down and trying the game for yourself. This should help you have an easier time for particular children.

TAKE ADVANTAGE OF TOOLS
Use the parental controls within the game itself and teach youngsters how to report and block other players. Encourage the parents within their reach and make Roblox a more enjoyable experience. You can also report for who's allowed to contact you, check public chat boxes, block spending, and even create your Roblox profile's privacy settings. All these options are helpful in cutting off bad content from engaging with children.

TEACH ONLINE BEHAVIOURS
Have an open conversation about the risks of online play and how to spend money wisely. By being honest and giving tips on how a younger user can protect themselves, you can empower them and only take care of themselves, but others too. Any user can be reported to Roblox moderators by other players for behaving inappropriately, with this knowledge, younger players can be aware of what to look for and help prevent it.

SUPPORTING CHILDREN'S MENTAL HEALTH

10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.

1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.

2 ASK TWICE

The campaign from time to change is great. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.

Are you sure?

3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.

4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss; 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.

5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.

6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'

7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.

8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.

9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.

10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

