



Inside Kingshurst

Year 7 Scientists Starting the Work With a 'Big Bang'!

A group of 45 enthusiastic Year 7 students recently enjoyed an unforgettable visit to the Big Bang Fair at the NEC, where they were immersed in the exciting world of STEM.

The day was packed with hands-on experiences, from taking control in a thrilling flight simulator to meeting and handling a variety of fascinating snakes and creepy crawlies. Students also had the opportunity to engage with a wide range of STEM organisations and industry professionals, discovering the incredible possibilities that science, technology, engineering and mathematics can offer. The trip sparked curiosity, inspired future aspirations and brought learning to life in a truly memorable way. It was fantastic to see students asking thoughtful questions, embracing new experiences and developing a deeper appreciation for the exciting opportunities that STEM can provide.



TGAK Students Making 'History' with the Anne Franks Association



Twenty-six Year 9 students recently participated in a two-day workshop with the Anne Frank Association.

Through exploring Anne Frank's story, students learned about the impact of prejudice and discrimination and considered how these issues continue to affect society today.

The workshop encouraged discussion, reflection, and creativity, helping students develop a deeper understanding of equality, respect, and inclusion. Drawing on their learning, students created powerful poems, presentations, and speeches that addressed contemporary social issues.

World Cup Fever: Kingshurst-Style

On Thursday last week we took a group of Year 8/9 girls to play against local schools in a regional competition, when we arrived they had put us in the Year 9/10 group where some of the girls would be playing against girls 2 years older than them. As we arrived at Rugby Borough Football Club, the students were in high spirits; students played a round-robin where we played each school twice. We drew our first game 0-0, won the second 2-0 and third game 4-0, and lost the fourth game 2-0 but went on to win the fifth 1-0 and sixth 4-0. The girls came second overall, an incredible achievement given that they were playing team above their own age bracket. They were a credit to the school and showed fair play in everything they did cheering every team that played and celebrating the success of other in addition to that of themselves.



SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

June 2026 | Secondary | What parents need to know about: Looksmaxxing | Attendance

Please click on the following links to go to the related page from this month's Spotlight on Safeguarding content:

Looksmaxxing - [CLICK HERE](#)

Attendance - [CLICK HERE](#)



SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE

June 2026 | Secondary | What parents need to know about: Looksmaxxing | Attendance

Understanding 'Looksmaxxing'

Many parents and carers know that young people feel pressure about appearance, especially due to social media. The online trend of 'looksmaxxing' is gaining popularity among teenagers, particularly boys.

What is looksmaxxing?

'Looksmaxxing' is a term used to describe attempts to improve physical appearance in order to become more attractive, gain social status or increase popularity online. While some content focuses on relatively harmless habits such as skincare, exercise, sleep or fashion, other areas of the trend can become far more extreme and unhealthy.

Young people may encounter advice encouraging:

- obsessive dieting or exercise
- rigid appearance 'ratings'
- dangerous supplements
- dangerous 'do it yourself' tricks to change facial appearance
- cosmetic surgery
- unhealthy comparisons with others
- beliefs that appearance determines personal value or success.

Some online communities linked to looksmaxxing also promote negative attitudes about self-worth, masculinity, relationships and social status.

Where did it come from?

The term originated in online forums and social media spaces focused on self-improvement and appearance. Over time, it spread widely through platforms such as TikTok, YouTube, Instagram and Discord, where short-form videos and algorithms can quickly expose young people to increasingly extreme content.

Many influencers present looksmaxxing as a route to confidence, popularity or success. However, the advice shared is often unregulated, unrealistic, dangerous and designed to generate engagement rather than support wellbeing. One of the most recent trends encourages boys to use a hammer to break their cheek bones in order to shape their face in a particular way.

If parents or carers are concerned about a child's wellbeing, changes in eating habits, excessive focus on appearance or anxiety linked to social media, support from school staff, a GP or mental health services may be helpful.

You may notice new language or phrases such as:

- **Mogging**– looking significantly more attractive, stylish or physically dominant than others in a group, essentially 'outshining' them.
- **Glow-up**– dramatic transformation in a person's physical appearance.
- **Hunter eyes**– a distinctive eye shape characterised by the deep-set position.
- **Measuring facial harmony**– assessing the proportions and space between facial features.
- **Looks rating**– providing feedback on symmetry and style of facial features.

Talking to your child about looksmaxxing

Open, calm conversations are often more effective than criticism or alarm.

Young people are more likely to engage positively when they feel listened to rather than judged.

Some helpful approaches include:



Asking open questions such as:

"What kinds of things are people talking about online at the moment?"



Showing curiosity rather than shock

Staying calm helps children feel safe enough to talk honestly about what they are seeing online.



Discussing how social media algorithms work

They might not realise that apps often show similar content based on their interactions.



Encouraging critical thinking about influencers

Remind children that many online content is edited or created for marketing purposes.



Reinforcing that self-worth is not based on appearance

Reminders that qualities like kindness, effort, humour and resilience matter far more.



Promoting balanced habits for health and wellbeing

Promoting sleep, exercise and hobbies builds confidence more effectively than unrealistic online standards.

SPOTLIGHT ON SAFEGUARDING

Why school attendance matters

We understand that getting children into school is not always easy. For some young people, worries about friendships, mental health, anxiety, sleep, learning or confidence can make attending school feel difficult. As a school, we want parents and carers to know that we are here to support you.

Why attendance is important

Being in school regularly helps children to:

- keep up with learning
- build confidence
- develop friendships
- feel part of the school community
- prepare for exams and future opportunities.

Missing school can quickly make children feel more worried or overwhelmed. Even a day missed here and there can make it harder to catch up with lessons and friendships. Good attendance is not about being 'perfect'. It is about helping young people stay connected to learning and support.

When attendance becomes difficult

There are many reasons why a child may struggle to attend school, including:

- anxiety or low mood
- friendship issues
- difficulties with learning
- bullying worries
- poor sleep routines
- family pressures or changes
- feeling overwhelmed.

Sometimes children may not clearly explain why they are finding school difficult. You may notice changes such as:

- refusing to get ready
- headaches or stomach aches before school
- changes in mood
- trouble sleeping
- becoming withdrawn or upset.

These behaviours are often signs that a child needs support.

Children do best when school and home work together.

Our aim is always to help young people feel safe, supported and successful in school.

If you are worried about your child's attendance, please reach out - you are not alone, and support is available.



HOW PARENTS/CARERS CAN HELP

SMALL STEPS CAN MAKE A BIG DIFFERENCE. HELPFUL STRATEGIES MAY INCLUDE:



KEEPING MORNING AND BEDTIME ROUTINES CONSISTENT

Predictable routines can help children feel calmer and more prepared for the school day.



ENCOURAGING CHILDREN TO ATTEND EVEN IF THEY FEEL WORRIED

Missing school can sometimes increase anxiety, while attending can help children rebuild confidence over time.



FOCUSING ON ONE DAY AT A TIME

Breaking things down into smaller steps can make school feel less overwhelming for young people.



PRAISING EFFORT AND SMALL SUCCESSES

Recognising small achievements, such as getting out of bed or attending one lesson, can help build confidence and motivation.



AVOIDING LONG PERIODS OFF UNLESS YOUR CHILD IS GENUINELY UNWELL

Long absences can sometimes make returning to school feel harder and more stressful for children.



STAYING CALM AND SUPPORTIVE DURING DIFFICULT MORNINGS

Children often pick up on adult emotions, so a calm approach can help reduce tension and anxiety.

It can also help to keep communication open by asking:

- *"What feels hardest about school at the moment?"*

This gives children the chance to explain their worries in their own words.

- *"What would help make tomorrow easier?"*

Small changes or support strategies can sometimes make a big difference.

- *"Who in school helps you feel safe and supported?"*

Identifying trusted adults can help children feel more connected and supported in school.

Summer Exams: Monday 15th June – Friday 19th June 2026

Link to exams letter with full exams schedule: [CLICK HERE](#)

SUMMER EXAMS 2025											GCSE	A-LEVEL	CLASH
WEEK-5		Morning Exam Session: 0900					Afternoon Exam Session: 1300					BTEC	
	Exam board	EXAM	Minutes	Year	No.	Exam board	EXAM	Minutes	Year	No.			
Monday 15th June	AOA	Combined Science: Physics Paper 2 - Foundation Combined Science: Physics Paper 2 - Higher Chemistry Adv Paper 3	75	11	126								
	AOA		75	11	59								
	AOA		120	13	4								
Tuesday 16th June	AOA	Spanish Writing Foundation Spanish Writing Higher Biology Adv Paper 3	60	11	15								
	AOA		75	11	4								
	AOA		120	13	5								
Wednesday 17th June													
Thursday 18th June						Edexcel	Mathematics Adv - Statistics & Mechanics	120	13	3			