



We are moving rapidly towards exam season, and we know that an awful lot of revision is taking place for our Year 11s and 13s – who have external exams coming up in the summer term – and our Year 10s and 12s who will have their first set of mock exams in the fortnight before Easter. It is so important that students are preparing thoroughly for these and we are very grateful to parents and carers for all of the support that they are also giving. School attendance has been very much in the news, too, over the last week; the facts are very simple about the importance of attendance and students who attend school regularly will get better exam results. You may be interested in the following statistic:

- **At KS4, pupils who attended school nearly every day in Year 11 (with an attendance rate of 95-100%) were 1.9 times more likely to achieve the Grade 5 in English and Maths GCSE compared to pupils who only attended 90-95% of the time (relating to up to 2 weeks more time in school over the course of a year) and 3 times more likely than persistently absent pupils who only attend 85-90% of the time (relating to 4 - 6 weeks more time in school). This means missing just 10 days of year 11 reduced the likelihood of achieving grade 5 in English and Maths by around 50%.**

It was lovely to welcome in some of our parents and carers of post-16 students for the finance information talk on Thursday; this can be a difficult area to navigate and we understand some of the challenges. Do please make sure you get in touch via [Gospel Oak School - Contact Us](#) if you have queries regarding this.

If you have a daughter or son in Year 9, do please ensure that their option choices have been submitted by the end of Friday 21st March.

Have a lovely weekend.

Upcoming Dates

Tuesday 25th March – Year 8 HPV Vaccines

Wednesday 26th March – Envision Programme,
Blakemore

Friday 28th March – Year 9 & Year 10 Girton College
Road Show

Assembly Themes

Assembly focus this week was International Day of Happiness

w/c 24/03 – Women's History Month

w/c 31/03 - Eid

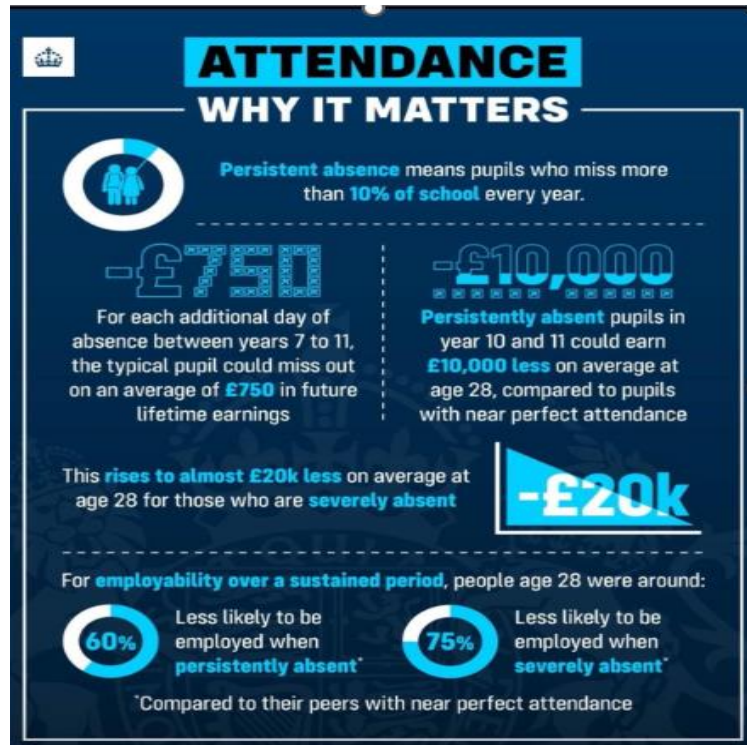
Please take the time to talk to your child about what they have learnt in Assembly.

Year Team Updates – w/e 21/03/2024

Year 7:

Last week was a brilliant one for Year 7, with some outstanding improvements and exciting activities!

Firstly, a huge well done to all students for significantly reducing the number of minutes late to school and lessons. We dropped from 208 minutes the previous week to just 72 minutes—an incredible improvement! On top of that, our attendance rose from 92% to an impressive 94.5%. This is a fantastic step in the right direction, reinforcing the importance of being in school every day, as highlighted in our **Attendance Matters** poster below:



In our morning meetings, we explored **National Careers Week**, discussing the importance of developing skills now to prepare for future careers. We emphasised that career preparation doesn't just begin in Year 11—it starts in Year 7!

Friday was an action-packed day. We began with an important assembly from **Dr Grewal on online safety**, ensuring our students are aware of how to stay safe in the digital world. Congratulations to **Lacey D**, our **ATL prize draw winner**—well done!

To round off the week, Year 7 took part in an exciting **Drop Down Day** with the Science department. The students became detectives for the day, taking on the challenge of solving "**Who took Flossy the Dog?**" in a thrilling CSI-style investigation. Was it **Mr Bowser or Miss Barlow?** Our young investigators worked hard to crack the case!



Well done, Year 7— let's keep up this fantastic momentum!

Year 8:

Last week was absolutely packed with energy, creativity, and impressive achievements for Year 8! The highlight of the week was undoubtedly the unforgettable Drop-Down Day, where students had the incredible opportunity to spend the day with the English department, immersing themselves in the world of poetry. Together, they collaborated to craft a beautiful and powerful poem, which they then performed confidently in front of their peers during Period 5.

The atmosphere was buzzing with excitement as students took the stage, and the audience couldn't help but be captivated by their talent and enthusiasm. According to the English staff, Year 8 displayed an extraordinary level of creativity, energy, and engagement throughout the day. Their performances were nothing short of inspiring, showcasing not only their individual creativity but also their fantastic teamwork and confidence. It was truly an unforgettable experience, and one that the entire year group should be incredibly proud of.



But the brilliance didn't end there. Year 8 has also made some incredible strides in their punctuality. Over the past week, they **managed to reduce their total minutes late to lessons from a staggering 377 minutes to just 168 minutes**—a monumental improvement! This is an achievement that speaks volumes about their growing sense of responsibility and commitment to their education. It's no small feat, and each and every student should feel incredibly proud of this progress. It's clear that Year 8 is taking their time management and focus to the next level.

On top of that, Year 8 achieved an impressive **attendance figure of 93.07%**. Although there was a small decrease of 2% compared to the previous week, this is still something to shout about! What makes it even more remarkable is the resilience shown by many students who, despite being unwell, still showed up and gave their best. Their determination to stay engaged and present is a true testament to their dedication to their education and their school community. Proving that **attendance matters** – see poster above.

And as if that wasn't enough, our morning meetings provided an exciting opportunity to reflect on **National Careers Week**. During these sessions, we emphasized the importance of developing skills now to prepare for future careers. We made it clear that career preparation doesn't just begin in Year 11—it starts in Year 7! It's never too early to start thinking about the skills and experiences that will shape their futures, and we encouraged every student to take ownership of their learning journey from now. It was a valuable discussion that will undoubtedly inspire our students to stay focused on their long-term goals.

What a phenomenal week for Year 8! From their brilliant poetry performances to their outstanding progress in punctuality and attendance, and their commitment to preparing for the future, they've truly shown their potential and resilience. The entire Year 8 team is bursting with pride over all they've achieved, and we can't wait to see what else they accomplish in the weeks to come. Keep up the amazing work, Year 8—you've set the bar incredibly high!

Year 9:

Year 9 really are very lucky with all the amazing opportunities and experiences that have been thrown their way recently! Last week saw the Y9 Core Parents and Guided Choices evening and what a great evening it was!

The evening was a great success, with a huge turnout (over 80%!) and a really positive buzz and feel the whole evening. The atmosphere really was incredible! The Year Team can't wait to see the students all start this new part of their journey at GOS and to continue to smash every day with their studies with all of the support from option subject staff! Reminder to get the QRD scanned and get the 4 options picked!

As well as this, on Thursday day we saw our highest ever attendance of 94.8% which is amazing and we must maintain this and see more days like this!

Finally, Friday saw the Year 9 family immerse themselves into the 'live trial' of Mary Queen of Scots during a fun interactive drop-down day!

Lots to be proud of during last week, let's keep on building that sense of pride as we go into the next few weeks at GOS!

Year 10:

Year 10 were welcomed into the world of work in National Careers week last week. Here they were a part of a Drop Down careers focus day, jam packed with knowledge and skills supporting students in their future. Our Bistro was absolutely filled to the brim of external agencies and companies where our Year 10's had to sit an interview showcasing their personalities, skills and experiences. All I can say is WELL DONE! The feedback we had was incredibly positive and I am proud to be a part of the Year 10 Team. Moving forward we MUST focus on punctuality (132 minutes) and attendance (90.8%) we have dropped from top spot and with the mocks fast approaching (31st March) ALL students must be in school on time to access their learning to achieve the grades they deserve.

Year 11:

Thank you to all the Y11 pupils who participated in the options day on Friday. The attitude towards the sessions was incredibly positive and I know a lot of you got a lot out of the sessions and made some excellent progress. Many of you also had the opportunity to attend the 'Ace your exams' and 'exams made easy sessions' and once again the feedback was very positive, both from you and from the staff delivering the sessions.

Keep attending – keep working hard in both lessons and intervention – those exams are just around the corner.

Sixth Form

On Friday year 12 & 13 students took part in a variety of activities including mock interviews, Kaleidoscope discussions and a talk from PC Treasure about life at 18. The day was filled with information and resources for them to access.

On Thursday 20th March we are holding a finance talk for Year 13 to discuss student finance we would recommend any year 13 that has applied to university to attend the discussion.

A reminder to be logging on and completing your online learning.

We are still taking applications for anyone that would like to join the Gospel Oak 6th Form.

Your sincerely,

Mr Bala
Associate Assistant Principal Post 16

Year 12 student of the week – Arjun

Year 13 student of the week – Julia

Year12 attendance – 92.6 %

Year 13 attendance – 95.5%

Events –

8th – 10th July - Year 12 work experience



To: Parents/Carers

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21st March 2025

Our Ref: SBO.KH.3236

Your Ref:

Dear Parent/Carer,

Re: Updated RSE Policy for Your Review

Please find attached the updated Relationship and Sex Education (RSE) policy for Gospel Oak School. This updated policy outlines the key elements of our Personal, Social and Health and Economic Education (PSHE) curriculum, which is taught to students in Years 7-11 once every fortnight.

The curriculum overview follows the recommendations provided by the PSHE Association, ensuring it is comprehensive and in line with best practices.

The updated policy is set to be discussed by our Local Academy Governing Board. Before this takes place, we would greatly appreciate it if you could take a few minutes to read through the policy. Should you have any feedback or questions, kindly direct them via [Gospel Oak School - Contact Us](#), marking them for the attention of Miss Bott and Miss Malkin.

Thank you for your time and continued support.

Kind regards,

Miss S Bott
Senior Vice Principal



Relationships and Sex Education Policy

Recommended by:	Senior Vice Principal
Recommendation Date	29 th April 2025
Ratified by:	LAGB
Signed:	<i>J Goodman</i>
Position on the board	Chair of Governors
Ratification Date	29 th April 2025
Next Review:	May 2026
Policy Tier (Central/Hub/School):	School

Relationships, Sex and Health Education (RSHE) at Gospel Oak School

Under the Children and Social Work Act 2017 the government committed to making Relationships and Sex and Health Education (RSHE) statutory in all secondary schools, including local authority maintained schools, academies, free schools and independent schools.

Since September 2020:

- Parents/carers have not been able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents/carers have been able to withdraw their child (following discussion with the school) from aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.

We recognise that school leaders should: promote knowledge of healthy relationships; create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:

- a carefully sequenced RSE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'
- a Trust agreed RSHE policy that is compliant with the 2020 statutory update

At Gospel Oak, we deliver our RSHE through a range of provision throughout the year including Personal Social Health and Economic (PSHE)/Relationships, Sex and Health Education (RSHE) timetabled sessions, tutor sessions, assemblies, drop down days and external visitors.

Our RSHE resources are reviewed regularly and in conjunction with the nationally recognised 'PSHE Association'

PSHE Association Director of Education & Deputy CEO Jenny Barksfield said:

"We're delighted to have worked with Medway Public Health once more, to fully update and expand this great RSHE resource – and are grateful that our colleagues in Medway have again agreed to share their materials with PSHE Association members nationwide. In addition to updating the key stage 3 lessons to be fully in line with DfE statutory guidance for Relationships and Sex education (and elements of Health education), there are now ten new lessons for key stage 4, giving you comprehensive, sequenced schemes of work for both key stages and everything you need to teach topic areas such as healthy relationships, intimacy, relationship conflict, consent, contraception, and the effects of pornography, effectively and with confidence." (PSHE Association June 2022)

Our RSHE lessons are centrally planned and resourced by our PHSE coordinator in order for our teaching staff to deliver high quality RSHE content. In addition, all of our teaching staff receive regular CPD and support in order to best deliver this crucial content to our students and support them with RSHE education in all of its forms. Please see overview below:

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Transition to Secondary school	Building relationships	Health and puberty	Diversity	Developing skills and aspirations	Financial decision making
Learning Objectives	<ul style="list-style-type: none"> ▪ Attitude 2 learning home learning aspirations ▪ Challenges of a new school ▪ Study skills ▪ Friendships ▪ Bullying ▪ Cyber bullying 	<ul style="list-style-type: none"> ▪ Self-worth ▪ Romance ▪ Friendships (including online) ▪ Relationship boundaries 	<ul style="list-style-type: none"> ▪ Healthy routines ▪ Influences ▪ Health ▪ Puberty ▪ Unwanted contact ▪ FGM 	<ul style="list-style-type: none"> ▪ Diversity ▪ Prejudice ▪ Bullying 	<ul style="list-style-type: none"> ▪ Careers ▪ Teamwork ▪ Enterprise skills ▪ Raising aspiration 	<ul style="list-style-type: none"> ▪ Saving ▪ Borrowing ▪ Budgeting ▪ Financial choices
Smsc link British values link Pastoral/academic	Supporting Y7 students to transition to Secondary school, build relationships along with building resilience. National Fitness Day World First Aid Day	To support new relationships, form within the year group, allowing students to develop a sense of worth. Linking back to the context of the area in terms of bullying and controlling behaviours. This allows early intervention and awareness.	Understanding yourself and your place in the world. Positive choices come from a positive self-image. STI Awareness Day	Understanding yourself, ensuring the decision you make are right. Linking back to the context of the school in terms on bullying. Autism awareness day Valiski Eid al Fitr	Understand a sense of team and community. Raising aspirations. Looking towards the future. Linking choices to future consequences. Links to the area context in terms of unemployment.	Links to how personal finances impact careers. Personal decision making. Links to the school context in terms of unemployment Black History month

	World Mental Health Day	International Day of Disabled person National Stress Awareness Day International Day for the elimination of violence against Women Anti-Bullying Week				
Year 8	Discrimination	Drugs and alcohol	Emotional Wellbeing	Community and careers	Digital literacy	Identity and relationships
Learning Objectives	<ul style="list-style-type: none"> ▪ Racism ▪ Religious ▪ Disability ▪ Sexism ▪ Homophobia ▪ Biphobia ▪ Transphobia 	Types of Drugs Risks of Legal Drugs Managing Influence Online Communication Relations & Grooming Fake News	<ul style="list-style-type: none"> ▪ Mental health ▪ Emotional wellbeing ▪ Body image ▪ Coping strategies 	<ul style="list-style-type: none"> ▪ Equality ▪ Careers ▪ Life choices 	<ul style="list-style-type: none"> ▪ Online safety ▪ Digital literacy ▪ Media reliability ▪ Gambling hooks 	<ul style="list-style-type: none"> ▪ Gender identity ▪ Sexual orientation ▪ Consent ▪ Sexting ▪ Contraception
Smsc link British values link Pastoral/academic	Awareness of others. Very multi-cultural school. Links to the area context of bullying. Understanding their place in society as friendship groups change. Managing influences from peers.	Links to the area context in terms of substance misuse. How this impact on friendships. Friendship pressures. Healthy friendships and addictions do not mix. Historical pastoral data has also been used.	Links back to previous learning. Mental health and well-being is prevalent across all year group. The impact of mental health on friendship. Many students are going through puberty. Pastoral data used as well as well bring referrals	Raising aspirations links to the context of the area – unemployment rate. Choice and consequence. Links to friendships and health choices.	Pastoral data shows pressures of online influences. Links to bullying from the area context. Healthy friendships and addictions do not mix. Historical pastoral data has also been used.	Pressures of online content links to context of the area as well as conception of under 18. Early intervention is key. Hormones linked to behaviour changes are key in pastoral data. Pride Month

	Black History Month		Children's Mental Health Week			
Year 9	Peer influences	Future plans -Setting Goals	Respectful relationships	Healthy lifestyle	Employability skills	Intimate relationships
Learning Objectives	<ul style="list-style-type: none"> Influences Gangs and gang culture Removing influence Knife crime Drug and alcohol use 	<ul style="list-style-type: none"> Learning strengths Career options Goal setting GCSE options process 	<ul style="list-style-type: none"> Marriage Family Relationships & Media Forced Marriage 	<ul style="list-style-type: none"> Making Choices Maintaining Physical Health Physical & Mental Wellbeing Body Image 	<ul style="list-style-type: none"> Rights & Responsibilities Personal Brand Strategies for success Understanding Payslips 	<ul style="list-style-type: none"> Intimate Relationships Sharing sexual images Capacity to consent STI Contraception
Smsc link British values link Pastoral/academic	<p>Pastoral data links to increase in above issues. Relationships is a continued thread throughout. Area context links to misuse.</p> <p>Anti-bullying week</p>	<p>During Spring two pupils will be choosing their options, they will have taster lessons and assemblies regarding different subjects, which along with this unit will help pupils to make positive and informed choices.</p>	<p>Interleaving relationships. Very multi-cultural school. Links to the area context of bullying. Understanding their place in society as friendship groups change. Managing influences from peers. Controlling behaviours links to area context</p>	<p>Its important that pupils understand how to look after themselves and stay fir and active, this becomes increasingly important as they grow up and start there GCSE's in September</p> <p>National School Sports Week</p>	<p>Now you have chosen your options its important to think about your future career choices and what skills you are going to need in the future.</p>	<p>Poor relationships lead to poor choices. Hormones linked to behaviour changes are key in pastoral data. Pastoral data also shows poor choices surrounding online behaviours. Area context data shows conception of under 18s.</p>

			Black History month			STI Awareness
Year 10	Mental health	Future finances	Healthy relationships	Influences	Extremism and radicalisation	Work Experience
Learning Objectives	<ul style="list-style-type: none"> New challenges Signs of poor mental health Promoting emotional well-being Stigma of mental health <p>Grief and loss</p>	<ul style="list-style-type: none"> Buy now pay later schemes. Mortgages Working 15-18 and balance Personal brand Applying for jobs <p>Employment trends</p>	<ul style="list-style-type: none"> Relationship Values Safer online relationships Sexualised Behaviour Consent Contraception 	<ul style="list-style-type: none"> Positive and Negative role models Gang culture representation Influence of Drugs and Alcohol <p>Support and Exit strategies</p>	<ul style="list-style-type: none"> Valuing Diversity Understanding Extremism Radicalisation Terrorism 	<ul style="list-style-type: none"> Preparation for work experience Evaluation of work experience Readiness for work
Smsc link British values link Pastoral/academic	<p>Mental health is an issue across Wolverhampton, this unit has been tied in with world mental health day, Its important that pupils have good mental health as they start and progress through their GCSE's</p>	<p>As you approach 16 you may get a part time job, so it's important that you are aware of managing money in a positive way. Poor finances can impact on your mental health</p>	<p>To support pupils with their relationships as they grow up and start to explore their sexuality. Pupils also need to be very aware that pornography is not how women want to be treated, which ties in well with Elimination of Violence against women day.</p>	<p>Gang culture is a big part of life for young people in Wolverhampton, as the nights are getting lighter and you are lightly to be out more socializing, its important to understand the influence of gangs and drugs</p>	<p>As you have more freedom in your spare time to access the internet and go out with friends you can be subjected to gangs and people with extreme views.</p>	<p>Apprenticeship week As the end of Spring 2 pupils will be completing their work experience, this unit will support pupils through this as they prepare for this.</p> <p>Apprenticeship week</p>

	World Mental Health Day					
Year 11	Building for the future	Next steps	Relationships	Revision strategies and managing stress		
Learning Objectives	<ul style="list-style-type: none"> ▪ Self-efficacy ▪ Stress ▪ Social media ▪ Justice and rights ▪ Human rights ▪ War British values 	<ul style="list-style-type: none"> ▪ Post 16 options, A levels, apprenticeship ▪ Long term career planning ▪ Growth throughout life Organisation and time management 	<ul style="list-style-type: none"> ▪ Relationship Abuse ▪ Consent ▪ Handling Unwanted attention ▪ Honour based violence ▪ Family planning 	<ul style="list-style-type: none"> ▪ Self-efficacy ▪ Stress management ▪ Future opportunities 		
Smsc link British values link Pastoral/academic	As pupils have move into year 11, they will start to become stressed about their upcoming GCSE exams, this unit will help them manage their stress more effectively and prepare for a positive future.	Pupils are now starting to look for their next steps after year 11, this unit will help to guide them through 6 th form/college/apprentice applications	As pupils get older they need to understand how to have positive meaningful relationships and understand where to get help from if needed	As pupils have move into year 11, they will start to become stressed about their upcoming GCSE exams, this unit will help them manage their stress more effectively and prepare for a positive future.		

	World Mental Health Day			World Mental Health Day	
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Support Services:

If you wish to carry out further reading around RSHE, the following documents may be of use to you:
Government guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSE_secondary_schools_guide_for_parents.pdf

The Department for Education guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

Please complete the below link for your child to receive their vaccine:-

<https://midlands.schoolvaccination.uk/hpv/2024/sandwell>



Vaccination UK will be attending Gospel Oak School on Tuesday 25th March 2025 to administer the HPV (Human Papillomavirus Vaccine). Should you wish for your child to receive his / her vaccine then please complete the above link by midnight on Tuesday 18th March 2025. Please ensure that your son / daughter has no allergies to the vaccine and should you have any queries then please contact Vaccination UK on 0121 592 1110.

Safeguarding and Safety Updates

REPORT REMOVE

Report Remove is here to help young people under 18 in the UK to confidentially report sexual images and videos of themselves and remove them from the internet.

It's against the law for anyone to share a sexual image or video of someone who's under 18, and we're working with the Internet Watch Foundation (IWF) and Yoti to help you remove any sexual image or video of you that's online. Please click on the link below to watch a short video and get instructions on how to report and remove videos and images. It is safe, easy and free.

[Report Remove | Childline](#)



What Parents & Educators Need to Know about: Streamers

You may already know that livestreaming plays a major role in children's entertainment, with a wide range of personalities influencing young viewers in both positive and negative ways. While watching streamers can be fun, it also comes with significant risks, including misinformation, financial harms, and inappropriate content. Popular streaming platform Twitch has over 2.5 million viewers at any given time, which is why it's more important than ever to stay informed. Please look at the guidance below which explores the potential dangers of livestreaming and offers essential insights to help you protect the children in your care.

All The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://www.thenationalcollege.com).

What Parents & Educators Need to Know about STREAMERS

Livestreaming has become a big part of the entertainment people consume, and what began as a series of gamers sharing their screens has grown into a huge industry packed with personalities - and potential risks for your children. With over 2.5 million people watching Twitch, the most popular streaming service, at any one time, it's important to remain aware of the risks associated with streamers.

WHAT ARE THE RISKS?

INAPPROPRIATE CONTENT

Some gaming streamers will stick to family-friendly titles, but others will play more violent games that tend to be more popular. Non-gaming streamers could, in theory, discuss just about anything, and some streamers will often stream in revealing outfits.



NEGATIVE INFLUENCES

While things have improved, streamers are often paid by companies to promote products, and this isn't always stated explicitly. While it's unlikely these goods will be harmful to your child, some streamers and influencers have engaged (knowingly or not) in scams in the past.



FINANCIAL HARM

Streamers will often have donation buttons on their screens for users to submit money. What can start as small amounts can quickly spiral as streamers engage with paying viewers more often, potentially leading to financial issues.



UNREALISTIC EXPECTATIONS

Influencers often showcase how glamorous their lives are, making some users feel as though they are lesser. However, it's important to stress that, in many ways, this is an act, or at the very least, not common. Logan Paul, who has been successful as a streamer and influencer, has a net worth of \$3 million, but this is typical of anyone working in the medium.



MISINFORMATION

Streamers are, in many ways, just like us - and they can get things wrong or reel off an opinion without having thought about it. Some can simply say awful things to get a rise out of viewers or to sway them to their side of a hot topic.



ADDICTION AND SCREEN TIME

If your child is watching a lot of a particular streamer, it can be just as damaging to their social life as playing too many video games.



Advice for Parents & Educators

EXPLAIN HOW STREAMING WORKS

For a younger viewer, being a streamer or influencer seems aspirational, but it involves a lot of work and no small degree of good fortune. Streamers are often managed and unable to speak freely due to sponsors, and influencers are just that - influencing young minds, for better or for worse.



CHECK OUT STREAMING PLATFORMS

While Twitch was the de facto streaming service for years, YouTube has gained popularity, too. Then there are Kick and Rumble, which have grown in popularity with users for big-name streamers - despite many being dogged by controversy.



DO NOT LOG PAYMENT INFORMATION

Streamers can reward donations with additional content, on-camera "shout outs" and more. If you're unsure about who or what your child is watching, consider avoiding linking payment information. This is especially notable with Twitch, which is owned by Amazon and therefore has some crossover.



SET SCREEN TIME LIMITS

You can set screen time limits for mobile apps on iOS and Google, but with other platforms like a PC it may be more difficult to keep tabs. Consider checking in regularly to ensure your children aren't watching content they shouldn't be.



Meet Our Expert

Lloyd Coombes is the Games Editor of the Daily Star, and has been working in the gaming and tech industry for five years. A regular visitor to the App Store to try out new tools, he's also a parent and therefore understands the importance of online safety. He's also a tech and fitness writer and has been published at sites including iDK, Techradar, and plenty more.



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Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 19.03.2025



**Do you live in Tipton?
Would you like to be
part of a friend's group
to help improve the
Railer and the Crackers
green spaces?**



Come along to

**GRACE COMMUNITY CHURCH,
NEWHALL STREET, TIPTON - DY4 9HL**

**TUESDAY 1 APRIL
AT 5.15PM**



"Help Make Tipton Cleaner and Greener"



Tipton Community Cycling

Discover your local green spaces and connect with your local community in a free weekly learn to ride session and a led ride. Bikes and helmets provided - tea and coffee available after the session!



Every Tuesday, starting from 8th April:

Learn to ride sessions starts at: 10am - 11am (meet at 9:50am)

Led ride sessions start at: 11:10am - 12:15pm (meet at 11am)



Meeting at: Tipton Library, Tipton, DY4 8SR



For more information, contact Victor Bulso:

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