



Year 9 Helping Parents Help their Sons

24 September 2026



Programme

Introduction and Welcome: **Miss Fairfax, Deputy Head**

Good study habits and supporting your son at home: **Miss Ives, Year 9 Progress Leader**

- Using the timetable, packing bags and keeping on top of books and materials
- Organising the use of time and keeping on top of homework
- Positive environments for study
- How parents can help their sons every day and especially when things become difficult
- Reporting, subject support and pastoral support

Revision for Learning: **Dr Shepherd, Associate Assistant Head, Teaching and Learning**

Expectations and Working Together: **Mr Baggs, Director of Lower School**

Keeping safe online: **Mr Baggs**

Careers at WHSB: **Miss Fairfax**

Closing Remarks: : **Miss Fairfax**



Questions at the end of the evening

Note: this presentation
will be available on the
School website.



Becoming GCSE ready

Good study habits and supporting your son at home

Positive environments for study

- Quiet and ordered space
- Well lit
- Uninterrupted and free from distractions
- Free from technology
- NOT IN FRONT OF A TV
- Firm chair and desk for written work



Good study habits and supporting your son at home

Using the timetable

- 2 week timetable – keep on top of whether it is an A week or a B week
- Keep copies by the desk and in a place where parents can see
- Keep a copy of homework timetables

Keep on top of books and materials

- Catch up with any missed work resulting from Sports fixtures, LAMDA, Music lessons, absence etc
- Keep plastic folders for all books and materials for each subject
- Keep all homework in the folder
- Every day pupils should be equipped with
 - A pencil case containing at least 2 pens, at least 2 pencils, a ruler, a sharpener, a rubber
 - They should also have calculators for maths and the sciences, and a geometry set for Mathematics and Science

Packing bags

- Bags should be packed as soon as Homework is finished – never leave it until morning
- The contents of each folder should be quickly checked before they are packed into bags
- All materials should be named

Good study habits and supporting your son at home

Organising the use of time and keeping on top of homework

Year 9 – each evening's homework on a particular subject should take 30min

Monday	Tuesday	Wednesday	Thursday	Friday
English	Computer Science	Science	English	Science
MFL 1	MFL2	Mathematics	History	Technology
Mathematics	Geography	Religious Studies	MFL1	MFL2
	Art (A)			Music (B)

Homework should be recorded in the planner when it is set.

Note:

- MFL1 is Spanish if studied, else it is French.
- MFL2 is German if studied, else it is French.
- (A) means that this homework is only set in week A.



Good study habits and supporting your son at home

Organising the use of time and keeping on top of homework

- Homework should be set in a lesson BEFORE the night homework is detailed on the homework timetable (i.e. that day or the preceding lesson).
- Homework should not be expected back in until AFTER the night on which the subject is detailed on the homework timetable.
- The pupils should be reminded when a homework is set which night they are timetabled to complete it.
- Any issues should be addressed to the subject teacher, or to the Pastoral Office if necessary.

Good study habits and supporting your son at home



Organising the use of time and keeping on top of homework

- There is no harm in getting 'ahead of the game' and completing it earlier (but never later) especially if there is an evening commitment which may interfere with your son's ability to complete work
- Complete homework early in the evening, preferably as soon as your son gets home, when it is still light and before the pupil becomes overly tired
- Split the homework into two chunks with a reasonable break, such as an evening meal, between (i.e. 2 pieces before dinner and one after)
- Try to get work complete with enough time for your son to properly relax afterwards
- Tick off work in the planner as it is completed and place completed work in the appropriate folder
- Before beginning each piece of work review with your son what needs to do, and after each piece of work is completed have him show you what he has done
- If no homework is set, or if it takes less than the time allocated, use the time instead to review the subject area concerned



Good study habits and supporting your son at home

How parents can help their sons when things become difficult

- Regular dialogue with your son so you can understand what is going on at School.
- Encouragement – lots of boys find it difficult to admit when they find something challenging.
- Failure is not an end – it's a learning opportunity. Teach your sons to deal with failure and disappointment by trying a different way.
- Model how you would answer a question or complete a piece of work and ask your son to try that.
- Review notes with your son.
- Review marked work.
- Help him complete questions from his book, including retrying questions he found difficult.
- Avoid his temptation to 'hope it will all go away' – it must be addressed head on as difficulties arise



Good study habits and supporting your son at home

How parents can help their sons every day

- Review your son's handwriting for eligibility and support them on making improvements
- Review homework work with your son before and after for a couple of minutes
- **SIGN PLANNERS WEEKLY** and make sure that homework is being recorded.
- Discuss what has been learned and ask your son to explain it
 - the process of explanation will help him to remember and consolidate his understanding
- Help your son initially to get into the habit of packing bags, checking timetables, cross checking planners etc.
- Show and encourage good presentation and organisation
- Check and encourage good use of basic grammar such as correct use of capital letter, punctuation and correct sentence structure



Who to Contact

Contacting the School by letter or telephone

(letters may be attached to an email to: lsपो@whsb.essex.sch.uk).

- Form Tutor
 - Absences (by letter)
 - Report queries
 - Minor concerns
- Lower School Pastoral Office
 - Administrative concerns
 - General questions
 - Serious concerns
- To report an absence:
 - Call the school on **every day** of the absence.
 - Option 1 – Report an absence
 - Option 1 – Years 7-9
 - We need to know: Full Name, Form and reason for absence (unwell is not sufficient)
 - On return to School a written note must be handed to the Form Tutor.



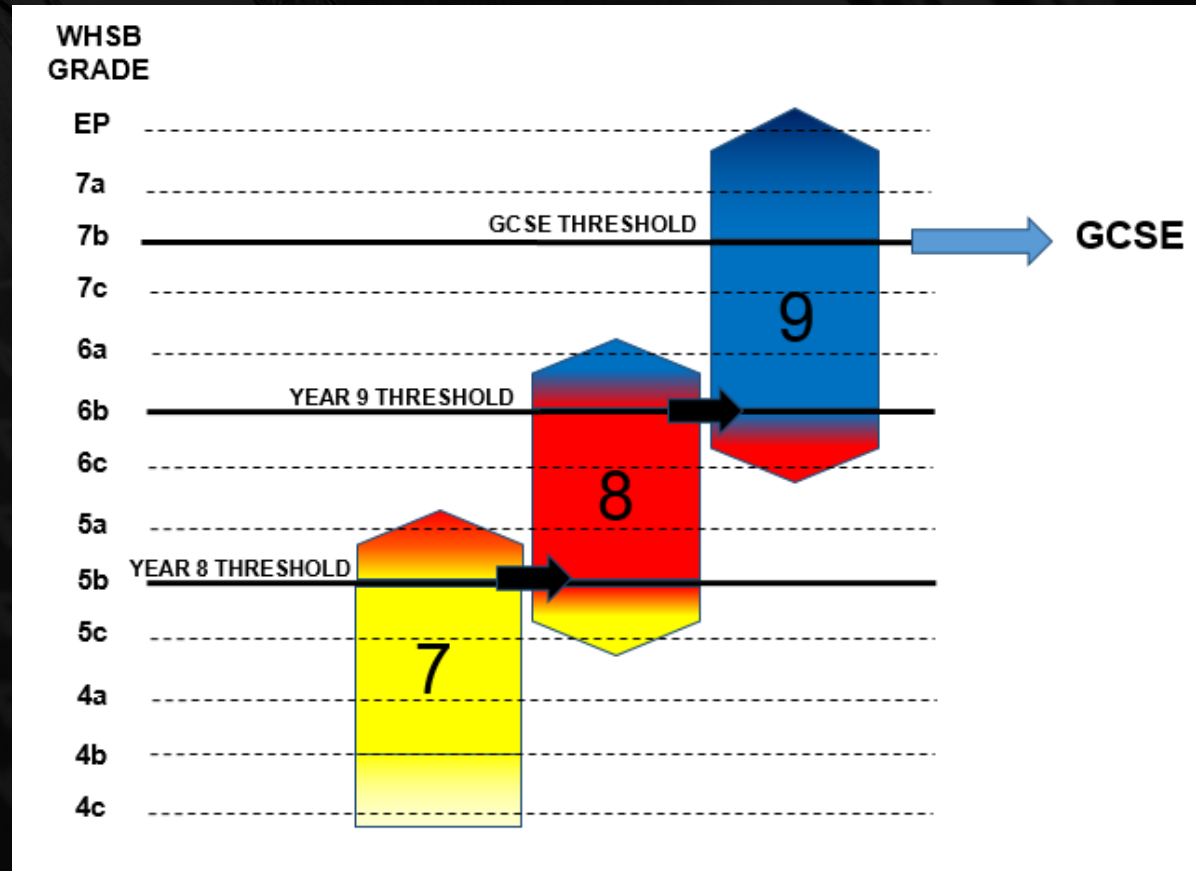
Reporting and Support

Reporting

- 3 reports a year
 - Phase 1 Data Report: 22 October 2026
 - Phase 2 Full Written Report: 26 February 2027
 - Phase 3 Data Report: 6 July 2027
- 1 parents' consultation evening with selected subject teachers
 - 15 March 2027
- GCSE Options Evening
 - 11 March 2027



Grading system





What the grades mean...

At the start of the year, Grade 6b is the expectation of the knowledge, skills and attributes that pupils will require to confidently tackle Year 9 material at this selective school.

By the end of the year, Grade 7b is the expectation of the knowledge, skills and attributes that pupils will require to confidently tackle GCSE material at this selective school.



Conduct Cards

Your son has been issued a Conduct Card, which he must carry with him at all times.

- The Conduct Card gives four opportunities to make minor mistakes without being sanctioned. A signature should be seen as a warning not a sanction.
- Parents should check the conduct card regularly. It will be helpful to see if there are any problems, such as organisation, which can be addressed at home.
- House Points are awarded each half term for unsigned lines.
- If it is lost or destroyed, he must see Mrs Radford or Mrs Diana in the Lower School Pastoral Office. It is the pupil's responsibility to keep the card safe and must remove it prior to washing.
- A full (or lost/destroyed) conduct card carries the sanction of a Lower School Detention.



Planners

Your son has been issued a planner, which he must carry with him at all times.

- If it is lost, he must purchase a replacement from Reception.
- Parents should check the planner regularly. This is useful for monitoring homework and checking that work is being completed.
- There are other pages in the planner:
 - Lunchtime Detentions
 - Attendance at extra-curricular activities
 - Requests to leave the classroom
- These pages will help you monitor your son's progress.



Subject Support

- HoD following recommendation by classroom teacher.
- Lasts for 4 weeks.
- Completed at the end of each lesson by subject teacher and pupils are required to share it with parents (it must be signed).
- Parent informed by letter when monitoring commences and when it finishes or if it is to continue for a further 4 week cycle.
- Operates independently of Pastoral Support/ Monitoring.



Pastoral Support

Interim Monitoring

1 week long snapshot.

- Teachers report on a card
- Parents informed if there are particular outcomes



Pastoral Support

Pastoral Support

4 week long in Lower School

Bespoke targets.

3 Grades ONLY

N –Target Not Met

M– Target Met

E – Target Exceeded

Parents informed of period of support by letter.



Dr M Shepherd



Thursday 24 September 2026



Revision for Learning

RfL aims to enhance the learning of all WHSB pupils by promoting **continuous effective revision all year round as an essential tool for learning in class and at home.** In *RfL*, 'learning' and 'revision' go hand-in-hand.

It enhances the learning of all pupils in the School by equipping them (and parents) with knowledge (and understanding) about learning and how learning happens (metacognition).

How do we learn? How does your son learn?

1. Learning means your memory has changed.

'I couldn't play the piano, but now I can.'

'When I was in Year 6 I didn't understand ecosystems, but now I do.'

'In Year 5 I was unable to draw a circle with compasses. In Year 7 I can.'

Learning = a change in long-term memory
'if nothing has changed nothing has been learned'

2. Your brain tries to forget to avoid overload.



THE MULTI-STORE MODEL OF MEMORY BY ATKINSON & SHIFFRIN (1968)

Peterson & Peterson (1959)

→ Almost all information stored in short-term memory that is not rehearsed is lost within 18 to 30 seconds!

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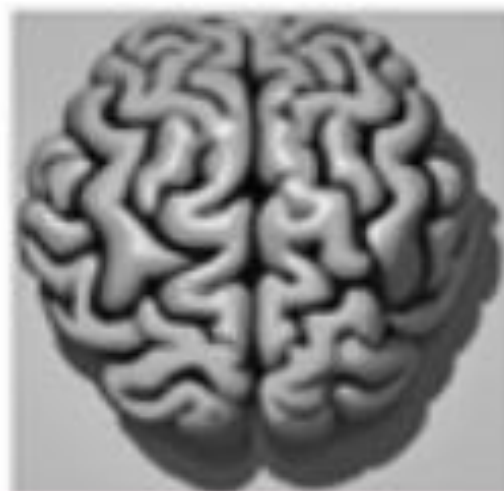
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3. Revision tells your brain NOT to forget. It is an important part of learning.

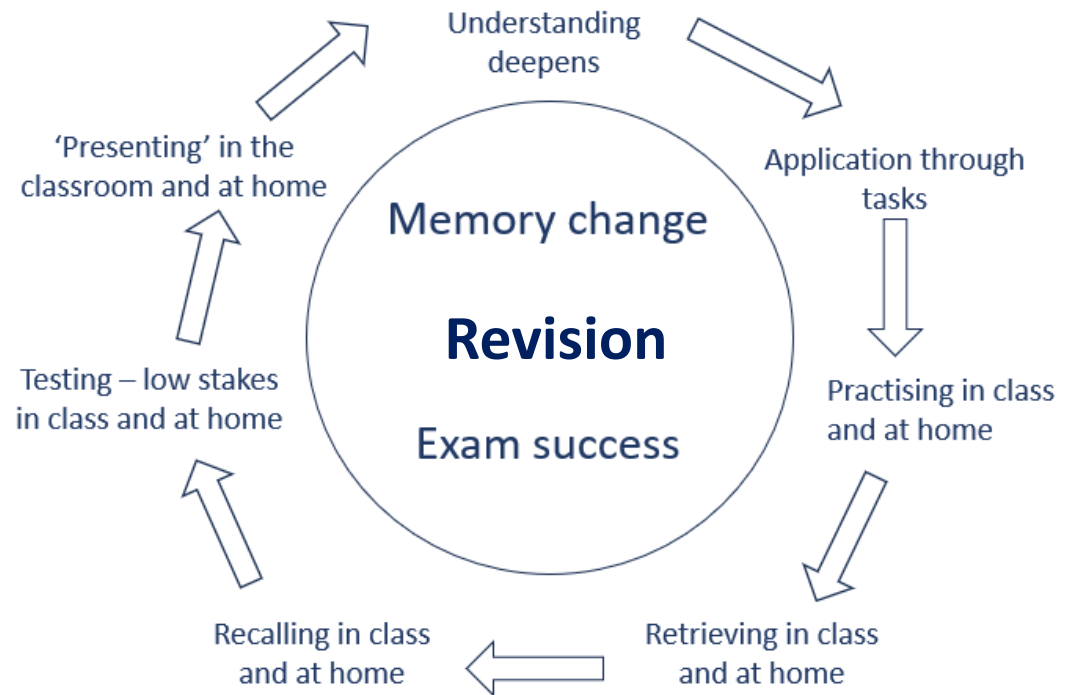
REVISION



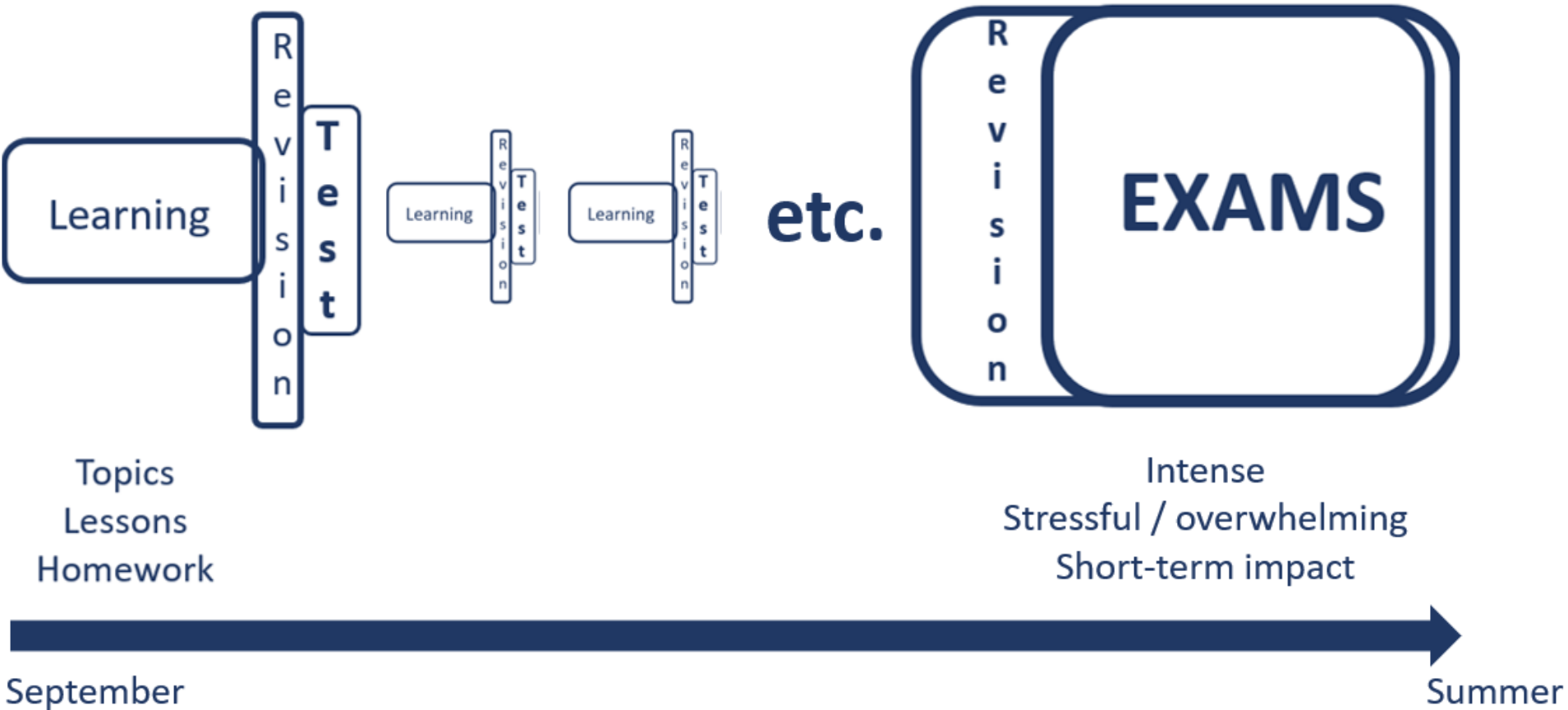
DON'T
FORGET!



**How do we
learn? How
does your son
learn?**

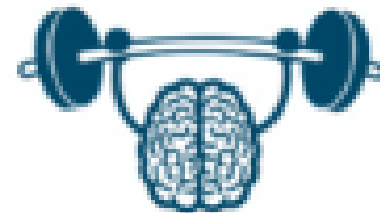


The traditional linear 'event' approach



4. To learn best, treat the brain like a muscle that needs exercise. *RfL* builds your 'learning muscle' over time.

The act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it **STRONGER!**



5. Not all revision methods work well.

Simply re-reading is a poor method as it can lead to the **“Illusion of Knowing”**: you feel confident you know the material as it looks familiar, but then may not be able to recall the information when tested. ‘Cramming’ for exams leads to temporary and shallow learning.



6. Some revision methods produce better learning.



Revision works best when:

- it happens over a long time period (spaced practice)
- it is very **active**, mostly involves **writing** and gets you to **draw on your memory** (retrieval practice)



This is where you can really help your son to learn better and attain more highly ... by using *Revision for Learning*



Westcliff High School for Boys
GEOGRAPHY

Year 9
Revision for Learning
Study & Revision Manual

2026

Name: _____



Westcliff High School for Boys

Mathematics

Year 9
Revision for Learning
Study & Revision Manual

2026-27

Name: _____



Westcliff High School for Boys
French

Year 9
Revision for Learning
Study & Revision Manual
LOWER SCHOOL

2026

Mind maps

These can be good for condensing notes.

Brain dump

Give yourself 15 minutes to write down everything you know about a topic. Go back to your book, fill in gaps and try again another day.

Revision clocks

Divide an A3 sheet into 12 segments; fill in each segment with one aspect of the topic.



Condensing

Summarise notes into shorter lists. Then try to repeat the list from memory.

List It!

Write down all the terminology you know for a topic. Add definitions. Go back to your book and fill in gaps or make corrections.

Knowledge visualiser

Choose a study topic and make an A4 poster with the key facts and figures.

Practice questions: retrieved and corrected

Answer exam questions using your memory (retrieval) before using other sources to make corrections / fill in gaps.

Go with the flow

Take a written explanation from your notes and re-write it as a flow diagram.

Link It!

After List It, make links between terminology in your list or between terms used in different topics.

Flashcards

Write a question on one side using your notes and the answer on the back – keep testing yourself until learnt.

Testing

The only way to check you know a topic is to test yourself. BBC Bitesize has lots of quickfire quizzes.

on one hand...



on the other hand...



'Retrieval' revision strategies that will help you to learn with a friend...

On the one hand, on the other

Summarise points in favour of an argument on one hand and counter-views on the other.

Cops and robbers

You both do a topic 'brain dump' – and then you 'steal' each other's notes.

Elaborative interrogation

Quiz each other. One of you has the notes, asks knowledge questions and then adds 'how?' and 'why?' questions.

Tell the story

Explain a concept or a topic to a friend who can check you are correct.



Revision for Learning: successful study habits

Good learning is strengthened by good revision. You learn more if you:

- make reviewing your learning part of your routine. Revise all year round – do not leave revision until you know there is a test.
- are active in your revision. Write, draw, speak and practise, practise, practise. You will remember it better. Just re-reading notes does not work.
- do written revision on paper - it gives you more flexibility, you engage your brain more and you remember it better.
- limit distractions - get in the learning zone. Minimise time on devices.

'Retrieval' strategies such as the ones below will help you to learn best (and there are subject-specific examples in the 'Study Manuals' you have been given). On your own, you can ...

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7. Retrieval practice and spaced practice are very effective revision strategies

RETRIEVAL PRACTICE IS PULLING INFORMATION OUT



8. Use *Revision for Learning* to improve learning and achieve exam success.



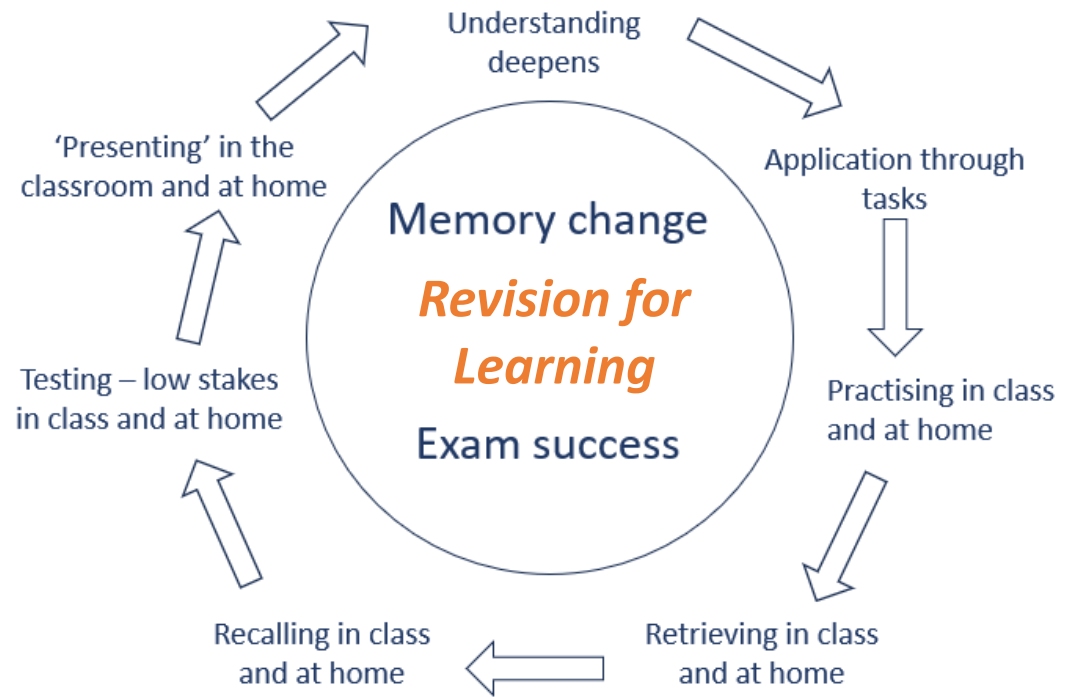
'Revision for Learning'



A gym workout builds fitness and muscle. Revision is a gym workout for learning.

'Revision for Learning' builds brain fitness and learning muscle.

How do we
learn? How
does your son
learn?





WESTCLIFF HIGH SCHOOL FOR BOYS

Expectations and Working Together

Mr Baggs



Attendance

The minimum expectation of attendance at WHSB is 97%, but 100% is preferred. Term dates and INSET Days are published on the School Website.

- In terms of days this means:
- School days per year = 190
- 97% attendance = 6 days missed
- 95% attendance = 10 days missed
- 90% attendance = 19 days missed
- Strong link between attendance and attainment
- Grammar School pace means missing lessons quickly compounds issues
- Holidays in term time:
 - Disrupt learning
 - Undermine routines
 - Send the wrong message to boys at a critical age
 - Will not be authorised



Punctuality

Pupils are expected to arrive both at school and to lessons on time and stay to the end of the day at 3.35pm. Appointments should be made outside of school hours where possible.

- Registration begins at 8.40am – pupils should be ready to start by then, not be arriving.
- Pupils should move quickly to and from lessons. Dawdling results in disruption and lost learning.
- If pupils are late 3 times in fortnight, without extenuating circumstances, they will be issued a detention.



Behaviour and Sanctions

WHSB has a tiered sanction system. Some sanctions are allocated behaviour points as detailed below:

Sanction	Behaviour Points	Consequence
Conduct Card Signature	Zero	Not immediate, but is cumulative
Lunchtime Detention	Zero	Conduct Card Signature
After-school detention	One	Up to 40 minutes on a day of staff members choosing
Lower School or Head of Department Detention	Two	LS – 1 hour on a Wednesday HoD – 1 hour on day of HoD choice
School Detention	Four	1 hour 20 mins on Tuesday
Headmaster's Detention	Eight	2-3 hours on a Saturday morning
Internal/External Exclusion	Sixteen	Combination of days in isolation booth and/or at home



Behaviour and Sanctions

All staff members may issue the following sanctions:

- Conduct Card signature – an opportunity to make small mistakes, before being issued a recordable sanction.
 - Dropping litter
 - Uniform infringements
 - Not bringing the correct equipment to a lesson
- Lunchtime detention – recorded on the Conduct Card
- After School Detention (1 BP) – up to 40 minutes on a day of the issuing staff's choice
 - Repeated disruption in lessons
 - Failure to complete homework
 - Other reasons at member of staff's discretion



Behaviour and Sanctions

More severe infringements may result in the following more serious sanctions:

- Head of Department Detention (2BP) – 1 hour after school a day of the HoD's choosing
 - Failure to attend after school detention
 - Repeated or serious failure to meet departmental expectations
- Lower School Detention (2BP) – 1 hour after school on a Wednesday, supervised by a senior member of staff
 - Filled Conduct Card
 - 3 late marks to registration within a fortnight (morning or afternoon)
 - Phone sounding whilst in School
 - Pastoral issues



Behaviour and Sanctions

Repeated/more severe infringements may result in the following more serious sanctions:

- School Detention (4BP) – 80 minutes after school on a Tuesday, supervised by a senior member of staff
 - A second filled Conduct Card in the same half term
 - Escalation in place of a second Lower School Detention or HoD Detention in the same half term
 - Using a phone within school hours
 - Serious pastoral issue including, but not limited to:
 - Racism (including casual),
 - Sexism and misogyny
 - Unwanted physical contact
 - Theft
 - Green Card removal from lesson where the teacher believes they can no longer reasonably continue with the lesson with specific pupil(s) in the room.



Behaviour and Sanctions

The most significant sanctions imposed are very rarely used and are done so only with the Headmaster's involvement.

- Headmaster's Detention (8BP) – 2-3 hours on a Saturday morning, determined by the Headmaster.
- Internal Exclusion (16BP) – one or more days in an isolation booth, spent away from other pupils. Work will be set for completion in isolation.
- External Exclusion (16BP) – one or more days where the pupils is suspended and not permitted to attend school. Work will be set for completion at home.
- Internal and External Exclusions can be used together e.g. 1 day external and 2 days internal.



Behaviour and Sanctions

The most significant sanctions imposed are very rarely used and are done so only with Senior Team/Headmaster involvement

- Please note that sanctions are only issued after a thorough investigation has taken place. Relevant details of this investigation will be shared with you in a letter, which is also placed on file at the School.
- Sometimes the School will use its discretion to either lower the sanction level or escalate.
- The School's decision on sanctions is final, and we would appreciate parental support with our policies.
- Sanctions are designed to educate rather than be purely punitive.
- The School does not negotiate sanctions.



Behaviour and Sanctions

Please note the following statistics for the cohort joining in 2023

- Most pupils do not receive any recordable sanctions and significantly fewer exceed 5 Behaviour Points
 - 6 in Year 7 with over 5 BP
 - 24 in Year 8 with over 5 BP
- The average number of behaviour points for a recent cohort:
 - In Year 7 was 0.77 with 152/184 receiving zero
 - In Year 8 was 2.16 with 105/184 receiving zero
 - In Year 9 was 3 with 102/185 receiving zero



Participation

WHSB has over 70 clubs and societies which run at lunchtime and after school

- Participation matters
 - Builds confidence, friendships and belonging
 - Pupils reportedly are happier, more resilient and more engaged in lessons
- How parents can help
 - Encourage you son to get involved in clubs even if they haven't before
 - Support effort and enjoyment, not prestige or performance
 - Avoid over scheduling – a balanced week matters
- Clubs are a core part of life at WHSB
 - Confidence gained outside the classroom translates into academic success
- There are new opportunities in Year 9 – DofE and CCF



Home-School Relationship

We communicate continuously through a variety of methods:

- Conduct Card – this tells you of any low-level issues which may have arisen
- Planner – weekly checks from home and school to ensure homework is recorded and completed
- Pastoral and Subject monitoring – used short-term if there appears to be a larger concern
- Reports – three times per year
- Letters – either relating to Year Group, Key Stage or whole School issues
- Westcliff Diary – termly newsletter highlighting school developments and upcoming events



Home-School Relationship

No news is good news

- If you do not hear from us, it is because we currently do not have any concerns regarding your son.
- If we do not hear from you, we will assume your son is coping well at WHSB.
- Please contact the LSPO if you have any concerns, giving as much detail as possible to enable us to deal with it in a timely fashion.



Staying Safe Online
Working with parents to support our pupils

Where are young people going in the digital environment?

Content, Contact , Conduct and Commerce



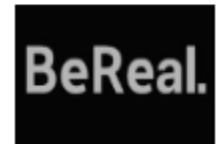
Snapchat



Tiktok



Monkey



Be real



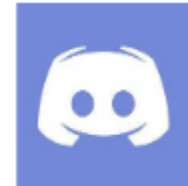
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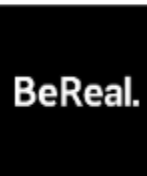
Instagram



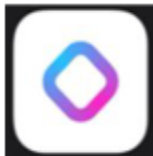
Bigo



Discord



Be Real

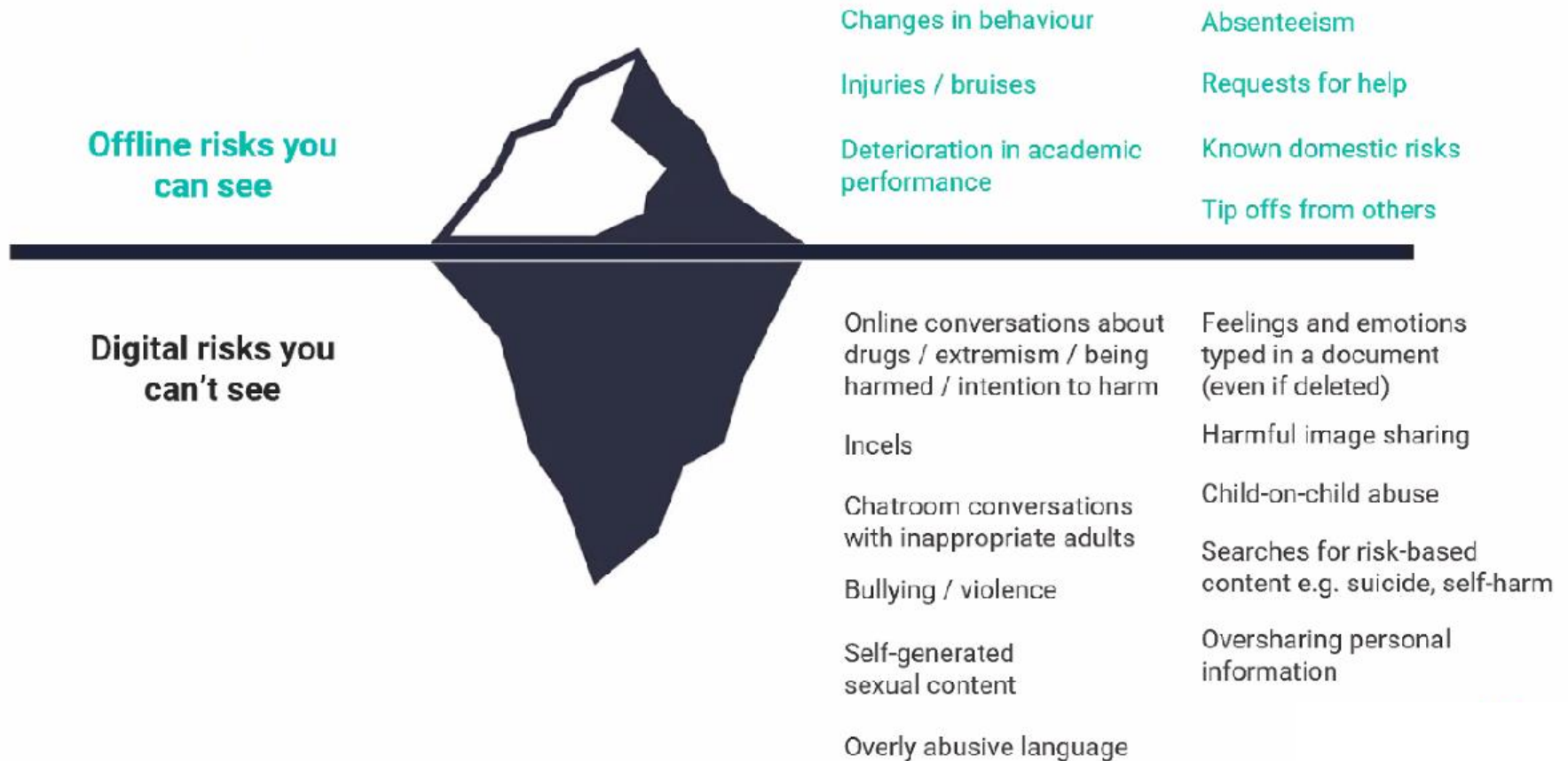


Reality



Steam

The Iceberg Effect



The 4 C's of Online Safety



01

Content

Being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.



02

Contact

Being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them.



03

Conduct

Online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, online bullying etc,



04

Commerce

Risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

What children find hard about having these conversations **and how to make it easier**

It's awkward / embarrassing

1 Start conversations early, before your child gets a phone or social media account. Keep the conversation going over time, adapting to your child. Don't let awkwardness or 'taboo' subjects build. The [Thinkuknow](#) website has age-appropriate conversation-starters.

2 Keep it casual, find everyday opportunities to speak about relationships and the online world – like when you're walking or driving somewhere. Young people told us that they didn't want 'the big talk'!

3 Use your own experiences, be vulnerable. Share your own memories and experiences of being a child/teen. You could talk about something that happened when you were young, and how different it might have been if it had ended up online.

4 If you don't know how to start, try watching an [AsktheAwkward](#) video together – use this to **open up a conversation and ask them questions**.

5 It's okay to laugh! Our young people told us that laughing with their parent can break tension and makes everyone feel more comfortable – they don't want you to be too serious or scary.

Parents don't know enough

1 Young people want their parents to **learn about new technology and trends**, including risky behaviours and dangerous spaces online. We share links to brilliant resources and expert organisations at the end of this guide.

2 If you're not sure, **ask your child**. *Allow them to be the expert*. Our young people told us this is a really simple way to build mutual trust.

3 If you're still not sure, **ask a teacher or trusted professional**. They will be able to point you in the right direction for extra advice and support.

4 Be involved in your child's decision-making early on. Young people told us that parents who took an active interest early on were far better equipped to step in when things went wrong.

Fear of consequences

1 Create a safe and trusting home environment. Young people told us the home environment is key, they want to share things with their parents but don't always feel able. Help your child to feel comfortable talking about apps they're on and what they're experiencing online.

2 Before punishing them and taking away their phone, try to be **non-judgmental and help them** out of bad situations. Young people want parents to know that if they think they will not be allowed to go online *they won't tell you what is happening*.

3 Be ready to step in and help if something goes wrong. This guide provides advice on these issues, so you can know where to go if a nude image of them is shared without consent, or if you find out they're being bullied, or sexually abused or groomed.

4 Be honest and explain. If you take their phone or limit social media access give reasons. It is understood that in some situations this is reasonable, but needs to be explained properly. If not, trust can be damaged and children might not open up a second time.

5 Establish ground-rules and agree these with your child. Be prepared for rules to change over time. Reassure your child that you trust them, especially as they get older.

Summary of top tips

1 Do start speaking to your children about these issues before you first give them a phone or set up a social media account. This might feel very early, but you can do it in an age-appropriate way. It is better to be proactive than reactive.

Don't wait for the crisis.

2 Do keep the conversation going. Adapt to your child's maturity levels.

Don't mention it once and think that's enough.

3 Do keep it casual, find everyday opportunities to speak about these issues – like when you're walking or driving somewhere.

Don't scare them with 'the big talk'.

4 Do focus on your child's emotions first. Your immediate instinct might be to punish them when something goes wrong, but your child needs you to listen and to be non-judgmental.

Don't punish them before listening and understanding.

5 Do keep curious about the technology your child is using and stay up to date with platforms, apps and trends.

Don't pretend these issues don't exist and that your child is not involved.

6 Do set boundaries. Use filtering tools to limit your child's exposure to harmful content. Decide on rules and boundaries with your child, allowing them to input. Explain which monitoring and filtering tools you are using, and why.

Don't leave your child unsupervised. You wouldn't leave them alone in the park or the street, apply the same level of protection online.

Conversation starters



What do you use apps/social media for most?

How do you stay safe online?

What's your favourite app at the moment? Show me...



What do you think might worry me about you being online? What might worry you about me being online?

Do you think a family agreement for online use is a good idea? How might this look for us?

How much do you think I should know about what you do online?



What are the warning signs that someone online is lying or isn't who they say they are?

What are the reasons why young people might share a nude?



Do people say things online they wouldn't say in person? Why?



WESTCLIFF HIGH SCHOOL FOR BOYS

Careers

Helping Parents Help Their Sons



Development of Careers Knowledge through the Years

- ▶ At WHSB, we have a Careers curriculum which runs from Year 7 through to Year 13
- ▶ In Year 9, we focus on employability, financial management and resilience, in addition to preparing pupils for their GCSE options.
- ▶ We Increase their knowledge and understanding of sectors.
- ▶ We advise them so as to maximise their chances of finding employment.
- ▶ Knowledge is power!



Key Transition Points and Significant Milestones

- Year 9:** Take Your Child to Work Day (29 September 2026)
Making GCSE Options choices
Virtual Work Experience in June 2027
- Year 10:** 5 Days External Work Experience
- Year 11:** Connexions Interviews
Choosing post-16 pathways
- Year 12:** 5 Days External Work Experience
- Year 13:** Choosing post-18 pathways e.g. University,
Degree Apprenticeships, world of work



Recent Changes due to Government Legislation...

Over Years 7 to 9: Pupils to experience 5 days of work-related learning

Over Years 10 & 11: Pupils to experience 5 days of external work experience

Over Years 12 & 13: Students to experience 5 days of external work experience



For WHSB Pupils

This will translate as:

Year 7: Take your Child to Work Day & Careers Day

Year 8: Careers Day

Year 9: Take your Child to Work Day & Virtual Work Experience

Year 10: 5 days external Work Experience

Year 12: 5 days external Work Experience



Unifrog is a dedicated Careers system for Pupils

- ▶ Every Pupil uses our careers-based platform called Unifrog to broaden their knowledge and understanding of Careers.
- ▶ It is important to note that all work experience is administered via Unifrog.
- ▶ Unifrog is incorporated into PSHEE Careers lessons.
- ▶ Unifrog contains plenty of information regarding the labour market and Universities, as well as industry webinars.



Careers help in Y9 at WHSB....

- ▶ Dedicated Year 9 Careers Teams Page
- ▶ Form Periods / Assemblies
- ▶ PSHEE lessons
- ▶ Unifrog
- ▶ Curriculum Lessons
- ▶ Visits from industry experts



How to assist with your son's Careers education

- ▶ Ask your son to walk you through his Unifrog account which shows careers, apprenticeships and university options.
- ▶ Support Careers events, Careers Evenings, Take your Child to Work Days and assist with Work Experience placements.
- ▶ WHSB welcomes parental assistance with their Careers provision. Please contact Mr Atkinson for further details.