

Parent Bulletin



17th October 2025

Welcome to the latest edition of our parent newsletter. We're excited to share that the Brilliant Club has launched for another year, giving our young scholars the opportunity to experience university-style learning alongside a PhD tutor.

Last week, several of our students attended an inspiring careers event at Admiral Lord Nelson School, hosted by the Solent Language Network. It was a fantastic chance to explore future pathways and discover how language skills can open doors to global opportunities — you can read more about it inside.

With just one week left until half term, we're so proud of the hard work, resilience and community spirit shown by our Trafalgar community.

Stay safe and take care,

Team Trafalgar

Brilliant Club Scholars Set to Make Waves This Year!

We're delighted to launch this year's Brilliant Club, a prestigious programme run by the Scholar's Programme in partnership with UK universities. Now in its third year at our school, it offers students a taste of university-style learning with guidance from a PhD Tutor — an active university researcher.

This year's Young Scholars:

Year 9: Zara A, Owen B, Lacey B, Kawin G, Ruby M, Martyna R, Franklin Y

Year 10: Mark E, Emily H, Oscar I, Eleanor M, Imogen B, Dinia G, Mofiyinfoluwa O

Previous cohorts have explored topics from refugees in the media to the role of frogs in science. This year's theme, "The Ocean in Crisis", takes an Arts and Humanities focus.

Students will develop advanced skills in critical thinking, essay writing, and research, completing a 2,000-word project assessed to university standards. Their achievements will be celebrated at a graduation ceremony at a leading UK university.

We can't wait to see what this year's scholars achieve!



Key Dates

Autumn 2025

Monday 27th - Friday 31st October - Half Term

Monday 3rd November - Students back in school

Thursday 6th November - Presentation Evening (Years 8-12)

Thursday 20th November - Year 9 Parents' Evening (virtual)

Uniform & Equipment

Please ensure your children have the correct uniform & equipment with them each day. If you require any support, contact your child's form tutor. Please ensure students have a bag. You can find full details of what they need [here](#).



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Reading Plus Winner

Congratulations Diana in Year 7, our Reading Plus winner of the week!

Diana chose 'Running Out of Time' by Simon Fox. She thought this sci-fi/ fantasy novel looked exciting. Happy reading!

Also, well done 7G3 for topping our reading leaderboard!

Leaderboard

Top Classes - Total Avg. Reading Lessons (SR)

1. 7G3/En 25/26	16.8
2. 7G1/En 25/26	15.5
3. 7R1/En 25/26	14.0
4. 7R2/En 25/26	12.9
5. 8G4 25/26	12.1

Don't forget to help your class climb the table by keeping up with your English home learning.



Join Our Governing Body – We Need Your Skills!

Our school is looking for new governors to help guide and support our community. Being a governor is a rewarding way to make a real difference to the education and wellbeing of our children.

We are particularly keen to hear from parents or community members with experience in:

- **Navy or Military** – to represent and support our large community of service families
- **Finance** – to help oversee budgets and strategic planning
- **Health & Safety** – to ensure we maintain the highest standards of care and compliance

Governors play a vital role in setting the school's vision, holding leaders to account, and ensuring every child thrives. Full training and support are provided.

If you are interested or would like to find out more, please contact clerk.trafalgar@salterns.org.

Help us shape the future of our school - your skills can make a lasting impact!



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Solent Language Network Careers Event Inspires Future Linguists

On Monday 6th October 2025, the Solent Language Network hosted an inspiring careers event at Admiral Lord Nelson School as part of their careers fortnight — a key NCLE civic engagement project.

The event brought together secondary and primary partners from across the Solent region, with sessions designed to highlight the real-world value of language learning.

Students heard from Gloria Vessey, a professional interpreter, and Futbol Lingo, who showcased how languages can open global career pathways. Representatives from the Royal Navy, Schools Into Europe, and local Portsmouth organisations also conducted mock interviews, giving students valuable experience and insight into communication and cultural awareness in professional contexts.

Teachers praised the event's engaging format and real-world relevance, and it was wonderful to see so many young people inspired by the opportunities that languages provide.



Our students made us incredibly proud, engaging with confidence, enthusiasm and a genuine curiosity for future language-based careers.

The day reinforced the shared belief that language learning broadens horizons, builds confidence and connects us — both globally and within our own diverse Portsmouth community.

Year 11 Intervention Timetable

Please find below the Year 11 Intervention Timetable for Term One.

These sessions run every day after school from 3:00 to 4:00 pm and are designed to provide targeted support as students prepare for their upcoming exams.

We greatly appreciate your support in encouraging your child to attend these valuable sessions to help them achieve their best possible results.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	History and Geography	Maths	Sociology Comp Science Travel & Tourism (Additional Languages)	Creative Arts: 3D Art Fine Art Graphics Photography Food Prep	Film Studies Health: Sports Studies GCSE PE Child Development Health and Social Care
2	Science	English	Business Ancient History Yr10 Citizenship Online 4-5pm	Languages French Spanish German Lunchtime also available	Triple Science Performing Arts: Dance Drama Music



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What Parents & Educators Need to Know about MEMES

WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

Advice for Parents & Educators

ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

Meet Our Expert

Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



See full reference list on our website



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