



BULLETIN



Our termly bulletin aims to keep parents and carers informed of all the personal development activities happening in school: student wellbeing, careers, how to support your child and how to get involved with the programme in school.

WHOLE SCHOOL CAREERS FAIR A GATEWAY TO FUTURE OPPORTUNITIES

On Friday, 21st March, Crossley Heath School hosted its highly anticipated annual whole school Careers Fair, which proved to be the largest and most diverse event of its kind to date. With participation from a wide range of professionals, organisations, and industries, the fair offered students from Year 7 to Year 13 a unique opportunity to engage with experts and explore numerous career pathways. This event served as a crucial platform for students to ask insightful questions, gain valuable advice, and enhance their understanding of potential futures in education and the workforce. It also reinforced the school's ongoing commitment to fulfilling the Gatsby Benchmarks for careers education, ensuring that students are equipped with the knowledge needed to make informed decisions about their future careers.

A diverse range of industries and institutions came together for this year's fair, offering expert insights and answering questions from students eager to explore various career possibilities. From universities presenting both local and national opportunities, to healthcare organisations, law firms, and apprenticeship providers, the variety of careers represented was truly impressive. Students were encouraged to think critically about their strengths, interests, and aspirations, with many exploring how their hobbies and skills might translate into future professions.

One of the most inspiring aspects of the Careers Fair was the enthusiasm and curiosity shown by students. Many took the opportunity to ask detailed questions about how personal interests, such as graphic design, coding, or sports, could be applied in professional contexts. Additionally, students sought advice on the importance of developing soft skills—such as communication, teamwork, and problem-solving—that are crucial in today's dynamic job market. These interactions not only provided valuable insights but also helped students understand the practical aspects of building a successful career.



The careers fair showcased a wide range of industries, each offering a unique perspective on career opportunities. Some of the key participants included:

Universities: Local institutions like the University of Bradford, University of Huddersfield, and Sheffield University, as well as prestigious universities such as Durham, Newcastle, and Lancaster, provided students with guidance on higher education options.

Apprenticeships: Amazing Apprenticeships hosted sessions focused on how students can best prepare for assessment centres and stand out in the competitive world of apprenticeships.

Healthcare: Calderdale and Huddersfield NHS Trust, along with the MEDSOC group from our 6th Form, offered valuable advice to students interested in pursuing careers in healthcare and medicine.

Vocational Providers: Building Our Skills, alongside Kirklees and Calderdale Colleges, highlighted career pathways in construction and the trades.

Industry Representatives: Professionals from fields such as law, finance, and creative industries, including representatives from the Royal Air Force and British Army, shared key insights into their respective sectors.

Corporate Partners: Companies like Lloyds Banking Group and Carbogen Amcis gave students a glimpse into career opportunities in finance and the pharmaceutical industries.

In addition to these informative discussions, the fair also featured activities aimed at enhancing students' professional profiles. For instance, 6th Form students had the opportunity to update their LinkedIn profiles with new photos, emphasizing the importance of cultivating a positive online presence.

Looking ahead

The event concluded with a sense of excitement and enthusiasm for the future. Many students expressed that this was the best careers fair they had attended, and they were eager to continue their career exploration using Unifrog, our dedicated platform for career research and guidance. As we begin planning for the next Careers Fair in Spring 2026, we invite businesses, organisations, and industry professionals to get involved. Your participation will help shape the future of our students, empowering them to make informed decisions about their careers.



RECOGNITION AND REWARDS FOR ENGAGEMENT

The Careers Fair was not only educational but also engaging and fun.

Students were issued with a 'careers passport' in which to record all their conversations with exhibitors. The most comprehensively completed passports from each session were put into a prize draw for 20x £10 amazon vouchers.

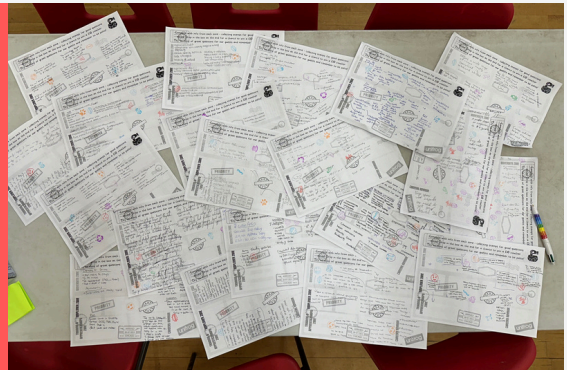
Students who posed particularly thoughtful or insightful questions were rewarded with prizes. We would like to thank Mr Doolan from Lloyds for the huge Easter egg draw, Sellafield Ltd for the Lego set, and WD Accountants for 5x £20 cash prizes, chocolates, fortune cookies and and tote bags

These rewards helped to encourage active participation and made the event enjoyable for all involved.

Easter Eggs from Lloyds draw

Virshank G 9E	Hibbah L 8C	Bhounmik 9C	Daniel TH 9E	Zaviar C 9E
Mohammed J 9E	Ayan S 10D	Sophia C 10E	Ammara H 12CDO	
	Romeesa 12ZA	Marcel R 12KH	Sriven P 8A	Aayan K 9D
Stanley Adams 12CM			Rehaan S 9A	Maryam Ahmed 11E
Ishnaaz G 8D	Adithya P 8F	Kamissa K 10F	Jilana 7B	Samee H 9E
Marley R 8B	Halimah U Y 8E	Aasiya A 11G		Ahmed A 7B
			Eliaz R 7E	

For asking the best questions...



£10 Amazon Voucher Winners



	Naavya 8C	Raihan 10B	
Ashwin 7E	Riyaa 8A	Lois 10F	
Abhinav 7F	Imaan 8A	Kashvi 9B	Raffi 10C
Samanvith7E	Preetam 8F	Harry 9F	Kamissa 10F
Daphne 7D		Lois 9E	Simrit 11C
		Saamiya 9B	Nina 11D
			Halima 11D

For the most detailed note taking in your passports



£20 Cash prizes from WD Accountants Ltd

Virshank 9E
For asking in depth questions

Morgan 12KC
For having a keen interest in Actuary

Arthur 7C
Very confident and spoke well for his age

Edward 8D
For being very honest

Michael 11B
Asked very different and interesting questions

For asking the best questions...

Lego McLaren from Sellafield Ltd

Mikaeel 8E



YEAR 12 WORK EXPERIENCE



The 2025 work experience program at Crossley Heath School has been a resounding success, offering students a wide variety of opportunities across several fields, from healthcare to law, engineering, hospitality, and more. The program provided invaluable hands-on experience, allowing students to explore potential career paths and develop essential life skills that will serve them well in their future careers.

Health and medical professions remain a popular choice. Several students had the opportunity to work within different departments of the Calderdale Royal Hospital, a highly competitive placement that sparked fierce interest among students. The experience gave students the chance to observe and interact with various healthcare professionals, from doctors and nurses to pharmacists. Many students applied for placements at organisations like the Bradford Blood Donor Centre and GP surgeries, gaining first-hand knowledge of the healthcare system and the crucial roles played by medical staff in patient care. One student at the Bradford Blood Donor Centre reflected on their experience: "We gained hands-on insight into the blood donation process, from donor screening to aftercare. It helped us develop our communication and teamwork skills while understanding the vital role of blood in healthcare."

Similarly, a student working at Lister Lane Surgery shared how the experience deepened their understanding of the healthcare process, confirming their desire to pursue a career in healthcare: "It has confirmed my passion for healthcare by showing me the crucial role every staff member plays in a patient's journey."



Banking, Finance, and Law
Through partnerships with Lloyds Banking, students received practical training in a range of banking operations. They participated in interactive activities like quizzes, product creation tasks, and presentations, which boosted their confidence and helped develop critical soft skills such as communication and teamwork.

Several students also worked in law firms and accountancy practices, where they were introduced to the fast-paced nature of these fields. One student working at Lawfinx Solicitors remarked, "I learned that in law, everything moves quickly. I now know which areas of law I'm interested in specialising in." Additionally, placements at engineering companies and retail organisations like W M Morrisons provided opportunities for students to hone practical skills in a variety of departments.



A student working at Rocksteady Group Ltd, an engineering firm, reflected on their experience: “I learned to use CAD to draw up materials ready for machines, and I learned the different machines and what they do.” The student also shared their pride in manufacturing over 300 claws for Marshalls within three days, noting, “It’s made me more motivated to pursue a career in engineering.”

A student working at Lambert Roper & Horsfield Limited, an accountancy firm, said, “I learned that a job is much different from education—it forces you to become resilient and tackle problems independently.” They were especially proud of preparing an income and expenditure account for a business, which helped them understand the accounting profession better.

The impact of these placements on students’ future plans was profound. One student working at the Forget Me Not Hospice Charity reflected on how the experience reinforced the importance of empathy and teamwork—skills that are essential in healthcare: “I learned how essential different skills are in promoting a calm and friendly environment, which is crucial in healthcare settings.”

Another student, who worked at Sambogaya Boutique Hostel and Retreat in Glastonbury, noted, “I’m proud of how I handled guest interactions and took on additional responsibilities like event coordination. This experience has made me more interested in hospitality and event management,” further confirming their interest in pursuing a career in hospitality.



Beyond technical skills, students developed vital employability traits, including resilience, time management, organisation, and adaptability. Many students were able to build connections with industry professionals, providing a valuable network for their future career aspirations. These connections have not only enhanced their learning experience but also paved the way for future opportunities in their chosen fields.

Request for Support in 2026

Looking ahead to the 2026 work experience program, Crossley Heath School is seeking new host organisations willing to offer placements for Year 12 students. By providing students with opportunities to gain practical experience, employers help shape the future workforce and contribute to their community. If your organisation is interested in participating in next year’s program, please contact us at wex@crossleyheath.org.uk We look forward to working together to offer students even more valuable learning experiences.

In conclusion, the 2025 Crossley Heath School work experience program has been an invaluable stepping stone for students, enabling them to build key skills, gain industry insights, and make important career decisions. With the continued support of local organisations, we look forward to even greater success in 2026.





INTERNATIONAL WOMEN'S DAY - PERFORMANCE TRIP



On the 14th March 2025 Ms Peers and Mr Davis were invited to the Kings Centre, Halifax to watch the wonderful performance piece put together by Ver De Gris Arts to celebrate International Women's Day.

In the presence of Alison Lowe OBE – Deputy Mayor of WY, Cllr Ann Kingstone – Mayor of Calderdale, Rachel Halliwell – The National Lottery Community Fund Officer for Calderdale, Bobsie Robinson – CMBC Cultural Services Manager, and Kirsten Fusing – CMBC Neighbourhoods & Cohesion Manager, we watched a performance devised by the verd de gris arts team of Sharon Marsden and Natalie Speake, bringing together the women of ONE VOICE and Year 6 girls from Beech Hill Primary School. Through unique storytelling, movement, spoken word, and shared experiences we bore witness to the remarkable bond of trust and love that has grown between these girls and the women of One Voice Collective.

For more information or to watch a video based upon the piece please visit <https://www.verddegris.org/project/international-womens-day-25/>

SOLIDARITY FAST RAMADAN EID CELEBRATIONS



Staff and students took part in a solidarity fast on Tuesday 18th March to show their support for our Muslim peers and to gain a better understanding of the experiences of others in our community.

We are looking forward to our Eid party this Friday lunchtime in the main hall.

Eid Mubarak to all those in our Crossley Heath family celebrating!

MENTAL HEALTH & WELLBEING – NEW PARTNERSHIP

We are delighted to have established a new partnership through the NHS and Department for Education Mental Health Support Team (MHST) programme.

MHSTs have three core functions:

- to deliver evidence-based interventions for mild-to-moderate mental health issues;
- support the Senior Mental Health Lead in each school or college to develop our whole school approach and;
- give timely advice to school staff, and liaise with external specialist service to help children and young people to get the right support and stay in education.

The introduction of the Crossley Heath MHST will help to strengthen our holistic wellbeing provision for students, their families and our staff. The MHST begins work with our Pastoral Team in the Summer Term.

To find out more about the MHST Programme, click [here](#)



IN THE CLASSROOM

In Personal Development lessons Year 7 have completed a unit all about healthy routines, influences on health, managing changes in relation to growing up and puberty. More recently we have moved on to an exciting enterprise unit in which they are working in groups on an 'Apprentice style' task to create a new food brand. They have completed market research and looked at branding and advertising. They will deliver their pitch to the rest of the class with the winners from each class going through to a grand final. Our trustee Olivia Marshall will judge these with the overall winning team going on to create their item with our food technology teacher Mrs Lowery.

Year 8 have learnt about equality of opportunity in careers and life choices, and different types and patterns of work in the future, financial decision making and their role in the economy. This half term they moved onto a unit on emotional wellbeing and steps we can take to promote positive mental health.

Year 9 too have been looking at mental health with a focus on positive coping strategies. Following this they moved on to look at financial decision making and the economy.

Year 10 started the term looking in more detail at healthy relationship expectations, relationship myths, and the impact of the media and explicit images. Leading nicely on from this was a sequence of lessons exploring influence and its impact, drugs, gangs, role models and the media. Our local public health partners at Branching Out have supported these sessions leading workshops with each class.

Over the autumn term year 11-13 have been looking ahead to their next chapters.

Year 12 focussed on managing new relationships, considering what makes a healthy relationship as well as spotting characteristics of un-healthy relationships. Following this was a unit on employability linking to their work experience.

Year 13 have looked at aspects of personal health and wellbeing covering how to spot male and female cancers, meningitis, sepsis and about fertility/pregnancy.

Following mock exams Yr13 have been exploring the skills and knowledge required for independent living and revision skills in preparation for the summer exams.

PARENTS AS PARTNERS

Where parents can continue the conversation at home we are certain the personal development education has a much greater impact.

You may have seen there is a lot of press coverage about a new Netflix series called Adolescence which touches on the themes of toxic masculinity and incel culture.

The exposure to harms online remains a serious concern for parents and schools.

Within the PD curriculum, tutorials and in Computer Science lessons students are reminded regularly about e-safety.

We would like to remind parents that we update our [school webpage](#) periodically with information supplied by the National College on E-Safety tips for parents. These cover a variety of apps and measures parents can take to set up devices safely for use by children.

Educate Against Hate (HM Government body) have produced a parent guide: [Prevent and Countering Extremism in Young People Advice and Guidance for Parents and Carers](#)



Media Smart have produced some new resources for parents that you may find useful to start the conversation at home. These are aimed at different age groups and cover the apps most popular with teenagers:

[TikTok: Teens, Social Media & You \(13+ yrs\).](#)

[Scam Flags add up to a Scam \(13+ yrs\).](#)

[Political Advertising \(16+ yrs\).](#)

[Career Workshops \(13+ yrs\).](#)

[Digital Advertising \(9-11 yrs\).](#)

[Body Image & Advertising \(9-11 yrs\).](#)

[Instagram family_guide](#)


[Google/Youtube_guide](#)

www.youcantknoweverything.com

Incel culture PARENT GUIDE

The recent **Netflix drama Adolescence** has highlighted the troubling rise of incel (involuntary celibate) communities and their influence on young people. As a parent, it is important to understand this online subculture, recognise warning signs, and engage in open conversations with your child. This guide explains incel ideology, key terms, signs to look out for, and conversation starters to help you support your child. You can find further support on our website.

What is an incel?



The term **incel** stands for 'involuntary celibate' and refers to men who believe they are unable to form romantic or sexual relationships despite wanting to. Some incel communities foster resentment towards women, blaming them for their perceived misfortune. These forums (often online) can promote misogyny, victimhood, and, in extreme cases, radicalisation.

Key Incel Terminology


Red Pill – From The Matrix, refers to 'waking up' to the 'truth' of gender dynamics, as incels perceive them.
Chad – An attractive, successful man who is desirable to all women.
Stacy – An attractive woman who is seen as prioritising men like Chad.
Becky – An average woman, often contrasted with a Stacy.
Femoid/Foid – A dehumanising term, implying women are inferior.
Black Pill – Belief that nothing changes with self improvement or effort.
80/20 Rule – A theory suggesting that 80% of women are attracted to 20% of men, fuels resentment.
Andrew Tate – A key promoter of incel ideology.

Signs to Look Out For:

- Low self-esteem
- Use of incel language
- Hostility towards women
- Isolation and secrecy
- Increased frustration & anger

Conversation Starters:

- What do you think makes a healthy relationship?
- Do you think it's fair to blame one group of people for personal difficulties?
- How do you decide whether something you read online is trustworthy?



Follow @youcantknoweverything_homeed



NATIONAL SURVEY - YOUR VOICE MATTERS!

Please find here a message from Kate Dearden, MP for Halifax, about the new National Youth Strategy in which she invites your child to complete a survey with your consent:

I hope you are well. I'm reaching out to ask for your help in sharing an invitation to my upcoming youth consultation. I'm organising this event to ensure young people in Halifax have a voice in shaping the Government's new National Youth Strategy.

The new Youth Strategy announced by the Government will better coordinate youth services and policy at a local, regional and national level, moving away from the 'one size fits all' approach that too often doesn't reflect the needs and priorities of our young people.

Significantly, to maximise its impact, this strategy will be co-produced with young people, ensuring their views are at the heart of decision-making on policies that affect them. This is where your students can get involved. They can participate in one of two ways:

1) By completing this National Survey which explores the challenges and priorities of young people (<https://www.iwill.org.uk/NYS-Deliver-You/>). The deadline to complete the survey is Wednesday 16 April 2025. Please note that young people under the age of 16 will need their parent/ guardian to provide consent before they complete the survey.

2) On Wednesday, 23rd April at 6:00 PM, I will be hosting an online engagement session lasting 1 hour. This session is an exciting opportunity for young people aged 10-21 years old, and up to 25 years old for those with special educational needs and disabilities, to share their thoughts on the National Youth Strategy. We will be seeking consent from parents/guardians for those under 16 wishing to participate.

I want to hear from them about what changes are needed to open up more opportunities for young people. This is their chance to tell their MP what they want to see in the Government's new and ambitious strategy for youth. To sign up, please follow this link <https://kateforhalifax.com/youth-strategy-sign-up/>.

We need to have Halifax's voices reflected in this Government's strategy, so please do share this invite with your students.

If you have any questions, please do not hesitate to get in touch with my office.

Yours sincerely,

Kate



Kate Dearden MP
Member of Parliament for Halifax
House of Commons
London SW1A 0AA



EXTRA-CURRICULAR AND SUPER-CURRICULAR CLUBS

Our extra curricular programme has been flourishing in Term 2 with new clubs being added all the time.

It is a great way to make new friends, find a new hobby and develop some new skills.

There is something for everyone! Sports music, debating, languages, chess, art, MedSoc...even a staff running club!

We expect all our students to have tried at least 1 new extra curricular activity each year to enhance their Crossley Heath experience.

Join one when the Term 3 list goes live!

The full list can be found here <https://www.crossleyheath.org.uk/student-zone/extra-curricular-activities>



REVISION ACTIVITIES

Students in Yr11 all received a revision skills series in the run up to the mock examination period and have since been in the 'AFT' Academic Form Time targeted booster sessions. If you would like to look at these with you child please see the slides [here](#)

Yr13 are looking at revision methods in personal development lessons currently.

In February, students and parents were emailed an excel template to create a revision timetable. This has all the exam dates included. If your child is having difficulty in creating a revision timetable you may find one of these online options useful.

You simply input all your exams, any lessons/appointments/activities you have when you are unavailable, how many hours you'd like to plan to revise and it creates a plan for you. Both are FREE and online so easy to use on your phone etc.

<https://getrevising.co.uk/pages/intro>

<https://mystudylife.com/tour/>

Some students have also found some useful tools to remove their phone as a distraction during revision sessions by using apps such as [Flora](#) and [Study Bunny](#).



EXAM STRESS/WELLBEING

Please find below a letter from Kooth about wellbeing support for students during the upcoming exam period.

With exams on the horizon for students, we feel it's important to highlight the support available to students throughout this time. We have shared a video about managing exam stress with your child's education setting, helping them identify ways to cope with the pressure they or their peers may face. If you would like to view the video, [you can do so here](#). We also shared a guide around managing exam stress, attached.

This letter for yourself is just to highlight the support available on Kooth for young people in Calderdale. Anyone aged 10 - 25 can register for a free, anonymous account and have a text-based conversation with a mental health professional. There are no thresholds to meet in order to access the service, and no referral is required.

We know young people still face barriers to accessing support for their mental health: stigmas such as feeling embarrassed, weak or being judged are common reasons. Being able to access support anonymously can sometimes help people overcome these. A positive reminder about exams: the pressure, stress and workload students face is short-term and will not last forever.

Kooth Digital Health offers free, online therapeutic mental health and well-being support to young people in Calderdale. Funded and endorsed by the NHS Calderdale Cares Board, Kooth offers 'on the day' wellbeing support from the comfort of your own home, via any web-enabled device.

Kooth is available to anyone in Calderdale aged 10 - 25 and can be accessed freely by registering an account on [Kooth.com](https://www.kooth.com).

Kooth offers free access to online text-based practitioner chats, self-help tools and activities, journal spaces and advice from our non-judgemental, safe and moderated peer-to-peer communities.

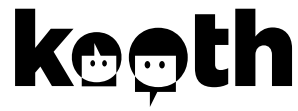
With no threshold, waiting list or referral process for either service, young people can access support for ANY issues they may be experiencing. These may include; body image, self-esteem, bereavement, academic pressures, stress, anxiety, suicidal thoughts, friendships, sexuality, life changes etc.

The registration process is quick, anonymous and safe, simply register at www.kooth.com using non-identifiable information

Kooth delivers thousands of online wellbeing sessions each year in Local Authorities across the UK. As 50% of referrals to CAMHS are unfortunately deemed inappropriate to their criteria, Kooth gives schools, professionals and families an alternative way of ensuring children and young people can access free support when they need it, in a way that they find comfortable, via any web-enabled device. Qwell also provides the exact same support for adults.

Please find our parent and carer explore site here: <https://connect.kooth.com/for-families>. If you have any questions or would like to discuss what [Kooth.com](https://www.kooth.com) can offer, please, simply email parents@kooth.com.

Kind Regards
Ryan Whittaker



Kooth's Guide to Coping with Exam Stress



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Service

NHS
Providing NHS services



Coping with Exam Stress

Exam season can be incredibly stressful for students of all ages. Here's a few tips and tricks to help you cope with exam stress.

These are just a few techniques to try, what really matters is finding what works best for you.

Take a break

Scheduling regular breaks and being able to recognise when you need a break when you're feeling stressed or overwhelmed, can be really helpful.

This can be really difficult, especially when you're under pressure and may feel like a waste of time or bring up feelings of guilt.

However a change of scenery may make your time revising afterwards feel fresher and more productive.

Mapping out your studies

It may also help to try out a few ways to feel more on top of your studies. This might include:

- Writing down what you feel you know well and the areas you'd like to know better.
- Make a revision plan and mark off each module or topic area you've covered.
Or, if you're feeling creative, you could draw a pathway towards
- exams and out the other side, where you can chart your progress along the way.

Really, anything from a spreadsheet to some rough notes can work--do what you feel most comfortable with.

Taking a moment

Taking a moment when you feel especially frazzled or anxious to calm yourself can be a useful one to master both during revision and exams.

For some, meditation, grabbing a cup of tea, deep breathing or taking a few minutes outside in nature even if only for a couple of minutes, can be beneficial.

Taking care of your needs

Drink plenty of water and try to eat regular meals. Staying hydrated really can help you feel better, both physically and mentally, as it's important you meet your brain's energy needs.

Especially during times of revision, where you're reading and straining your mind a lot, water is important to help avoid dehydration headaches. While regular meals can help you maintain a good routine.

Switching off

Avoid screens at least an hour before bedtime. Switching off can go a long way in helping you to fall and stay asleep which will help keep your mind fresh for your exams and can help you manage or reduce your stress level.

If possible, having an environment where to rest or relax which is different to where you study, can help you switch off.

Moving your body

Try 'shaking it out', or getting up from your desk and doing some light stretches. Moving your body is a great way to avoid stiffness and to better concentrate well for longer periods of time overall.

Talking about what's on your mind

- Talk to a friend or other trusted person about how you're feeling. Sometimes just venting it out can be such a destressor!
- Reach out to your supervisors, tutors, or student support if you're struggling. It may be that you could apply for a deadline extension for a piece of work or find some help with time management or study skills.

Positive affirmations

Try repeating some positive affirmations to yourself, such as "I'm doing my best," "I can do this," or "Just keep swimming!"

Journaling and music

Writing down what's on your mind in a journal or listening to some calming music- are great ways to get tensions and anxieties out of your body.

Whatever you choose to do, be kind to yourself. Give yourself some space to do the things that might help you feel calmer or help you gain a bit of perspective.

Find Support

Explore free, safe and anonymous mental health and wellbeing support on

Kooth.com



