

THE ARC SCHOOL OLD ARLEY WEEKLY REVIEW

What a week it's been — and thank goodness for the cooler temperatures giving us all a breather. A huge thank-you to our wonderful school community for bearing with us through the heat and for joining us at Monday's open evening. It was one of our most successful events yet, and it was such a joy to see so many of you there.

Next week brings an exciting step forward as all our children transition into their new groups, meet their new teachers, and settle into their new timetables. We hope this early shift helps smooth the path to September and gives everyone a chance to iron out any little hiccups before the new academic year begins.

As always, thank you for your support, Jen and the team.



Antonio	Leon
Chase	Mason
Cobie	Myles
Damian	Noah E
Dylan	Oliver
Ethan	Liv
George H	Toby
George T	Vinnie
Harrison	
Hunter	
Isaiah	
Jack	
Jackson	
Josh	
Kodi	
Laylah	



- **Learners achieving 90% or more**
Toby, Cobie, Dylan, Leon, Kodi, Laylah, Damian, Ethan, George H, Hunter, Logan, Daisy, George T
- **Learners achieving 80% - 90%**
Liv, Josh, Leah, Myles, Antonio, Vinnie, Isaiah, Cyrus,
- **Learners achieving 70% - 80%**
Jack, Jackson, Tyler, Tristan

DATES TO REMEMBER

Tues 21st July

Break up for summer holidays at 12.30pm

Wed 2nd September

Return for a brand new school year 26-27!

TUTOR PICNICS 6th – 10th July – offsite in the afternoon at the local park.

Monday Yr11, Tuesday Yr10, Wednesday Yr9, Thursday Yr7, Friday Y8.

*These are the new groupings – e.g. yr 10 are now yr11. Thank you.

Reminders:

Transition week starts on Monday 6th with pupils moving into their new year groups and tutor groups. They will also sample their new timetables ready for September.

Vote Question:

New question:

How can we care for the world? And which is more important?:

- 1) Plant trees and flowers
- 2) Recycle our rubbish
- 3) Save water and energy
- 4) Be kind to animals



Voices of the earth (VOTE) focus this week: the world

The theme The World invites learners to explore the global connections that shape our lives, communities, and futures. It encourages students to reflect on their place in the wider world, understand the diversity of human experiences, and consider the responsibilities we share as global citizens. Through this theme, learners will develop curiosity, empathy, and a deeper awareness of global challenges and opportunities.

Kids say the funniest things

Written by: Year 6 - Cherry

This week in Cherry Class we talked about how to stay safe during the summer. We discussed how to keep cool in hot weather, why it is important to drink plenty of water, and the dangers of swimming in open water. We also shared ideas about how to stay safe when we are out in the community.

We also took part in a debate about the age at which people should receive prison sentences for crimes they have committed.



Looksmaxxing – “Don’t Blame Life, Blame Your Face”

This week’s online safety update focuses on a growing online trend called **looksmaxxing**.

This is a term used to describe the obsessive focus on improving physical appearance, mostly aimed at boys and young men. While some content may appear harmless at first, such as skincare, fitness or grooming advice, it can quickly lead young people towards unhealthy messages about their worth, body image and relationships.

The Centre for Young Lives, in partnership with Big Tech’s Little Victims, has released a new report called **“Looksmaxxing: Don’t Blame Life, Blame Your Face.”** The report explains how this content is becoming more common on platforms such as TikTok, Instagram, YouTube and Reddit. It also highlights how some young people are being exposed to harmful ideas around appearance, masculinity, misogyny, racism, extreme dieting, steroid use and unsafe appearance-changing methods.

For parents/carers, the key message is not to panic, but to be aware. Looksmaxxing language can sound like normal self-improvement, but warning signs may include a child becoming very focused on their face or body, comparing themselves negatively to others, using terms linked to ranking appearance, following lots of “masculinity” or appearance-based influencers, or becoming more negative about themselves or others.

Helpful conversations at home could include asking what sort of content they are seeing online, reminding them that social media often promotes unrealistic images, and reassuring them that their value is not based on how they look. If you are worried, speak to school or seek further support.