



**The Abbey
School**

“Be The Best You Can Be”

Weekly Newsletter

2025/26

Issue Number: 18

Date: 30/01/26



STARS OF THE WEEK

Well done to the following students for collecting the most house points this week!
KEEP UP THE AMAZING WORK!



Lilly H
Year 7
34HP



Tile B
Year 7
44HP



Katie R
Year 7
44HP



Jacob H
Year 10
39HP

WAKE UP WEDNESDAY

At 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 guidance, hints and tips, please visit nationalonlinesafety.com.

What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators identify misinformation effectively and ensure safer digital experiences for young people.

POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are leading sources of mental health content. Videos and posts from influencers, celebrities, and mental health experts can contribute to misinformation, myths, and misconceptions. In some cases, this unverified content can fuel problematic behaviors, reinforce stereotypes, and misinterpretations about mental health conditions.

RISK OF SELF-DIAGNOSIS

Social media is misleading content can mislead people into self-diagnosing complex mental health conditions inaccurately. Misdiagnosis can lead to unnecessary worry and delay essential professional intervention. This has the potential to cause significant mental health issues, including depression, anxiety, and even more significant mental health issues requiring professional medical support.

LACK OF FILTERS

Social media platforms encourage users to filter their content effectively, filtering false content to spread widely and quickly. This practice can spread anxiety and rumors, not diagnosis. It's important to be aware of the lack of filters from fiction, potentially undermining accurate information and causing confusion about seeking professional help or managing mental health.

IMPACTFUL PAST TRENDS

Impactful past trends in mental health misinformation has led to harmful trends, including hippocampus coping strategies and self-harm challenges. For example, the 'hot potato' challenge has spread damaging advice, underscoring the need for educators to be aware of trends and address or correct them for the benefit of young people.

MISLEADING CLINICAL TERMS

Online trends often include the misuse of medical terms, such as 'coping' and 'self-care'. Making serious conditions seem trivial can lead to a lack of concern and understanding. This can diminish empathy, and lead young people to ignore symptoms or self-medicate, potentially preventing them from identifying real mental health issues in themselves or others.

REPLACING PROFESSIONAL HELP

Reputable digital content can help young people seeking professional mental health care, substituting expert guidance with unverified online advice. This can provide false hope, compromise recovery, and reduce the effectiveness of treatment. It's important to remember that self-care ultimately impacts overall mental health and wellbeing negatively.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing guidance on how to identify and report inappropriate content. Tools such as parental controls or co-viewing content can help mediate risks and reinforce the importance of digital literacy and informed critical thinking about mental health online.

SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasizing the importance of accurate information. Encourage open dialogue and regular communication to help combat misconceptions, mitigate misinformation, and build trust, thereby enhancing their resilience and digital literacy skills.

ENCOURAGE OPEN DIALOGUE

Foster a non-judgmental environment where young people feel comfortable expressing their thoughts. Regularly encourage open communication and personal reflection to help combat misconceptions, mitigate misinformation, and build trust, thereby enhancing their resilience and digital literacy skills.

Meet Our Expert

Anna Kellam is Director of National Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health of the schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.

Follow Us

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SENECA CHAMPIONS

Year Group	Learning Time	Average Score	Time Champion	Score Champion
12&13	8h 50min	90%	Oliver S	Rite-Mae H-B
11	78h 16min	68%	Daisy T	Ryker D
10	50h 14min	64%	Paige H	Ashley B
9	87h 44min	66%	Oscar D	Lilly T
8	6h 52min	71%	Jessica M	Ellie Morris
7	13h 39min	67%	James K-F	George T

CANTEEN MENU

2025/26

Click the images below to view the canteen menu for Term 3!



IN CASE YOU MISSED IT,
CLICK HERE TO SEE OUR PREVIOUS
NEWSLETTER!



HOLOCAUST MEMORIAL

Today, students in Years 7–10 and Year 12 took part in a powerful and reflective Holocaust Memorial Day assembly.

Observed each year on 27 January, this day asks us to remember the six million Jewish people murdered during the Holocaust and to reflect on our responsibility to challenge prejudice and hatred today.

We were honoured to hear the story of Walter and Herta Kammerling, shared by their son, Peter Kammerling.

Both Walter and Herta escaped Vienna as children on the Kindertransport. They later met in London as part of a refugee group before marrying in 1944. Many of their family members were murdered in Auschwitz. After the war, they rebuilt their lives in the UK. Walter became a chartered engineer, chaired his synagogue and dedicated himself to Holocaust education, speaking to over 10,000 young people. In 2019, he was awarded the British Empire Medal for this work.

The presentation included moving video testimony from Walter and Herta, helping students understand not just the history, but the human impact of separation, loss and survival. Peter continues his parents' legacy by sharing their story with schools so that future generations understand why remembrance matters.

Students listened with maturity and empathy throughout. The themes of the assembly linked closely to our values of kindness, respect and responsibility, reminding us that standing up against hatred is everyone's responsibility.

For more information on Peter's story, visit:

<https://www.generation2generation.org.uk/holocaust-survivor-walter-and-herta-kammerling/>

MOCK EXAMS

Mock exams have been in full swing this week for Years 11 and 13.

Well done to everyone for all the hard work you've been putting in! With GCSE and A-level exams just around the corner, this is a really important time to get plenty of practice and build your confidence for the real thing.

There are lots of simple tips and revision strategies that can make a big difference. We've linked an NHS page with useful information and advice to help support you during exam season, definitely worth a look.

<https://www.nhs.uk/.../help.../tips-on-preparing-for-exams/>

Keep going, you've got this!



FAVERSHAM GEM AWARDS

We're nominating our students for the Faversham GEMs Awards 2026!

We are proud to be putting forward some of our incredible young people for the Faversham GEMs Awards - celebrating children and young people who truly go the extra mile to make life sparkle for others.

These awards recognise kindness, community spirit, and the small actions that make a big difference. Nominations are open until the end of February, and anyone can nominate - including peers!

Take a look and consider who your GEM might be:

www.favershamgems.org

YOUNG COOKS

Young Cooks Competition 2026

Ready to ignite your passion for cooking and uncover the chef within you? Young people from all year groups are invited to take part in our Young Cooks Cookery Competition 2026, where talent, creativity, and flavour take centre stage.

Winners will receive a share of £600, and one finalist will be selected to cook at an exclusive Showcase Lunch at The Dog in Wingham. There may also be the opportunity to attend a master class with an award-winning chef.

We are happy to support students throughout the application process, so please don't hesitate to get involved.

To find out more, visit: <https://sekgroup.org.uk/support/sek-schools/young-cooks-competition/>

STUDENT SHOUTOUT!

We love celebrating our amazing students and their achievements! Parents and carers, we'd love to hear from you! If your child has achieved something they're proud of (big or small!), send it in and we will share this with our school community.

Achievements could include:

- Academic successes
- Sporting achievements
- Creative talents
- Personal milestones
- Acts of kindness or resilience

To take part, simply email us with:

Your child's achievement

Their name

A photo (optional)

info@abbeyschoolfaversham.co.uk

Let's work together to celebrate our students and recognise their hard work!

#BeTheBestYouCanBe



PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS

The Abbey School Stands Up, Speaks Out and Steps Forward

Over this week and next, we are welcoming the Child Centred Policing Team to deliver assemblies to Years 7–10 and Year 12 on preventing Violence Against Women and Girls (VAWG). This is about action, not just awareness.

The Abbey School is proud to be one of only three schools in Swale selected to take part in this initiative as we begin our journey towards White Ribbon Status — a commitment to challenging harmful attitudes, gender stereotypes and behaviours that contribute to inequality and disrespect.

Students will be invited to become VAWG Champions. In the final week of term, they will complete a short tutor-time survey identifying areas in the community where they feel unsafe. From this, a cross-year group of boys and girls will work with staff and local partners to develop initiatives and raise these issues with the council.

This work helps us build a culture where everyone feels safe, respected and that they belong. It's not a one-off event - it's the start of student-led change in our school and community.

The photo below shows students from Year 8 who engaged thoughtfully and positively during today's assembly.



SPOTLIGHT ON PE / SPORT

Extra-Curricular Sport – A Term of Outstanding Engagement!

Extra-curricular sport has gone from strength to strength this term, with exceptional levels of participation across a range of activities. Girls' Basketball has been running every Tuesday after school and continues to grow in popularity, providing a positive, inclusive environment for students to develop skills, confidence and teamwork.

Wednesdays have been particularly vibrant, with open sessions for all boys and girls in Years 7, 8 and 9. Students can choose between Dodgeball Club or Badminton Club, both of which have proved hugely popular. Attendance has regularly exceeded 60 students each week, highlighting the enthusiasm students have for being active beyond the curriculum.

These sessions are deliberately inclusive and accessible – no cost, no sign-up required, and students simply need to turn up in their PE kit. All students are welcome, and it has been fantastic to see such high engagement, energy and enjoyment across the term.



Dover Athletic Football Academy – Unbeaten in National Youth Alliance!

Dover Athletic Academy is committed to developing talented young footballers both on and off the pitch, providing a high-performance environment that supports player progression, education, and personal growth. The academy prides itself on creating clear pathways for players to advance into senior football while also exploring opportunities beyond the domestic game.

This season has been a standout year for the academy, with the Whites currently unbeaten in the highly competitive National Youth Alliance League. This achievement reflects the quality of coaching, player commitment, and the strong team ethos embedded within the programme. The academy's close connection with Dover Athletic Football Club has already proven valuable, with two academy players earning places in the Dover Athletic First Team match day squad—an important milestone that highlights the academy's role in preparing players for the demands of senior football.

In addition to progression into the professional game, Dover Athletic Academy supports players in accessing international opportunities. Three academy players have recently been offered American scholarships, demonstrating the academy's commitment to providing diverse pathways that combine football development with education.

Through a focus on excellence, opportunity, and progression, Dover Athletic Academy continues to establish itself as a leading environment for aspiring young footballers.

Faversham Golf Academy – Hard work paying off!

The Abbey School Golf Academy in partnership with Faversham Golf Club has made an extremely positive start to their first year, with encouraging progress seen across the team. From the outset of the season, players have shown strong commitment to training, embracing coaching sessions with enthusiasm and a clear desire to improve. This dedication is already paying off, with many individuals making noticeable strides in their technical skills, course management, and overall confidence on the course.

The winter months have provided a valuable opportunity to focus on fundamentals, practice routines, and long-term development goals. As a result, players are well prepared and highly motivated as they look ahead to the spring and summer months, when better weather will allow for increased on-course play and competitive opportunities.

The academy has also enjoyed excellent success in recent Schools Golf events, with strong performances reflecting the hard work being put in by both players and coaches. These results have been a real highlight of the early season and have helped build momentum and belief throughout the academy. With this in mind, there is great excitement about entering many more Schools Golf competitions in the coming months, continuing to challenge players, support their development, and build on an already promising start to the year.



SPOTLIGHT ON ART

This term, we were thrilled to introduce two exciting new projects to the Year 7 and Year 8 Art curriculum.

Year 7 have been developing their drawing skills through our new Observation and Tone project. Pupils explored mark-making, shading, and composition while creating beautiful beachscape drawings inspired by Henry Moore's Sea Chalk studies. The project has helped students build confidence in looking closely at natural forms and capturing light, shadow, and texture.



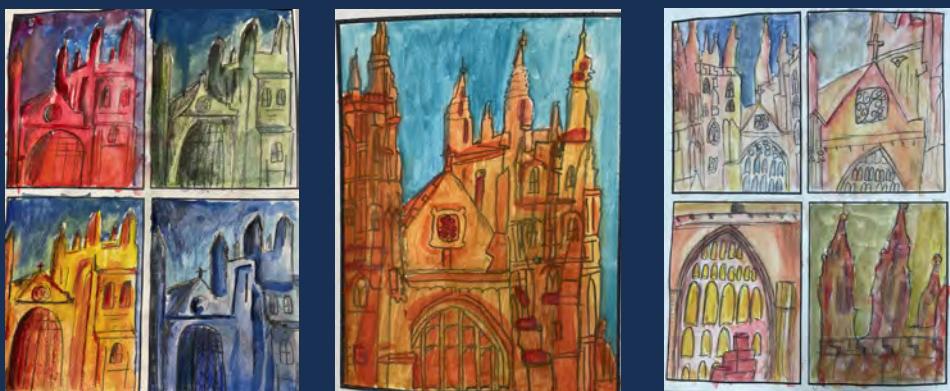
Year 8 have been diving into the world of scientific illustration, studying the extraordinary sea forms of Ernst Haeckel. Using his work as inspiration, pupils experimented with printmaking techniques to create their own imaginative, alien-like prints. Using sketches of flotsam and jetsam collected from shorelines, they transformed these natural shapes into striking, surreal designs.

Both year groups have produced fantastic work, and we are incredibly proud of their creativity and enthusiasm. We look forward to showcasing some of their pieces in an upcoming display.



Our Year 9 students have been working hard this term on an ambitious drawing and painting project exploring colour and light through the techniques of Claude Monet. Pupils have been studying Monet's iconic Rouen Cathedral series, paying close attention to how he used shifting light, atmospheric colour, and expressive brushwork to transform the same subject at different times of day. Inspired by Monet's approach, students have been creating their own painted studies of Canterbury Cathedral, focusing on small sections of the architecture. Through observational drawing, colour mixing, and layered painting techniques, they have been learning how to capture changing light effects, from warm sunrise tones to cooler, shadowed moments.

This project has challenged students to think deeply about colour relationships and impressionist mark-making, and the results so far are vibrant, thoughtful, and beautifully expressive. We look forward to sharing their finished pieces as the project develops.



STAFF RECOGNITION

Reece Hobbs

We have some staff recognition to celebrate today for our Head of Year 8, Mr Wren, who has been selected for the Kent Online Team of the Week.

If you'd like to show your support, you can head over to Kent Online or click the image below and vote for him as Star Man.



Ali Wren

Faversham Strike Force

Conor Masters

Gillingham

Jacob Strouts

Deal Town

Montel McKenzie

Folkestone Invicta

CALLING ALL POTENTIAL COMMUNITY OFFICERS

DO YOU WANT TO MAKE A DIFFERENCE TO YOUR SCHOOL? DO YOU HAVE SOME GREAT IDEAS ABOUT HOW TO BRING POSITIVE CHANGE?
THEN APPLY NOW – WE WANT YOU

Due to the retirement of some of our year 11 house officers, we are going to have a few spaces on the house council team.

This is a team that does the following activities:
Organises community events in the school, such as charity days
Meets with Mrs LeBrunn-Healey and Mrs Lucas re positive change
Gets involved in projects, such as Onion space and the White ribbon campaign
Supports the school in fund-raising
Collects and distributes documents and golden tickets
Feedback to year groups in assemblies
Helps organise trips and events, such as to Swale Council chambers
Eco-projects – tree-planting and litter-picking

If you are interested in applying, you must do the following:

- 1) Let Dr Moseley know by Friday 30th January
- 2) Write a speech of no more than 2 minutes on the topic of: "One community project that I would like to propose and help run for the Abbey school is..."

You will have 2 minutes to stand up in all house assemblies in week 6 of this term and give your speech to all year groups. Your speech will be judged on the following criteria:

How well you outline your idea – is it clear how it would work?
Why this idea is important and how it links to the community
How well you present it – are you clear and concise?
How can you get the school on board?

Successful candidates will then be informed and be in position for term 4. I will also be sending the list of potential candidates to your tutors and heads of year, so they can keep me informed of anything brilliant you do for the school/community before week 6 of this term. If you have any questions either email or see

Dr Moseley - amoseley@abbeyfaversham.co.uk



100% Attendance = Big Rewards

3x Brand new 32" TV's to be won!

From Monday 12th January, every lesson counts! Students with 100% attendance until the end of term will be entered into an exclusive prize draw.

One TV will be won per key stage!

Turn Up. Stay In. Tune Into a New TV!

*Students who have on going medical conditions which require appointments or Year 11 students who are attending post 16 interviews will still eligible



Celebrate those working in education across Kent and Medway

To nominate, simply tell us what makes the person/team within your school community stand out from the rest!

Nominations are open to parents, students, and peers, if you know someone who deserves recognition, we encourage you to submit a nomination.

Vote here:
<https://bit.ly/THATKEA>

SCAN ME



With a wide range of award categories, including *primary*, *secondary*, *early careers*, *non-teaching members of staff*, and volunteers, there's an opportunity to recognise everyone who makes a difference in our schools and in our children's lives.

NOMINATIONS CLOSE
31st January 2026

DOVER ATHLETIC FOOTBALL ACADEMY

IN PARTNERSHIP WITH THE ABBEY SCHOOL SIXTH FORM
FOOTBALL ACADEMY TRIALS

TUESDAY 17TH FEBRUARY 2026

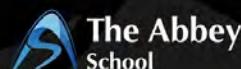


IF YOU ARE INTERESTED IN ATTENDING THE TRIAL OR WANT TO FIND OUT MORE INFORMATION, PLEASE SCAN THE QR CODE BELOW AND FILL OUT THE FORM.



- Excellent coaching from UEFA A Licence Coaches
- Full time training whilst studying a full range of A Level or BTEC Courses
- Full Fixture Schedule played on Wednesday afternoons
- Represent Dover Athletic Football Club
- Play in the FA Youth Cup
- Compete in International Tournaments
- Excellent progression routes

If you have any questions, please contact Academy Manager Mike Sandmann
msandmann@abbeyschoolfaversham.co.uk



COLD WEATHER REMINDER

As the weather has turned colder and temperatures continue to drop, please ensure your child comes to school with a warm coat each day. We want all children to stay comfortable and safe during their time at school.

Thank you for your support and cooperation.



Writing your UCAS personal statement



UCAS: Personal statement guidance

1

Why do you want to study this course or subject?

- Refer to the **specifics of the course or subject** to explain what motivates you
- **Give examples** of how your interest has developed (role models, lectures, books/authors, podcasts, super-curricular activities) & what have you learnt that you find interesting
- Consider how the course/subject **links to your career plans**

2

How have your qualifications & studies helped you to prepare for this course or subject?

- Discuss relevant subjects you are studying & the topics that have motivated you to study them at uni, & why
- Note the **skills** you have which make you suitable for university study; give examples to prove you have them
- Describe your **academic achievements**, & why they are relevant to higher education study

3

What else have you done to prepare outside of education, & why are these experiences useful?

- Work experience, volunteering, hobbies, or extra- or super-curricular activities can give you **relevant knowledge** or show your **genuine interest** in a subject or topic
- They can also demonstrate work & study **skills**
- Use **specific examples** to demonstrate them, & reflect on why you're including it

log in to learn more at www.morrisby.com



EXTRA CURRICULAR PROGRAMME

TERM 3

This term, our extracurricular programme is full of exciting opportunities, with something to suit everyone's interests. There are sports, creative clubs and new activities to try out. Joining in is not just about fun, it's also a chance to discover new talents, meet different people, and grow in confidence.

Trying new things is especially valuable because it helps you step outside your comfort zone. You may uncover hidden skills you didn't know you had, or find a passion that could shape your future. It also teaches resilience, problem-solving, and teamwork skills that are useful both in and out of school.

Most importantly, extracurricular activities bring balance to your life. They give you a break from classroom learning while still helping you develop in meaningful ways. Whether you continue with something familiar or try something completely new, you'll gain experiences and memories that will last well beyond this term.

Click the image below to see what is happening this term!



YOU SAID WE DID!

We have worked with you
listened to your ideas and made lots of changes
over the last few years.

You asked.....

*"Can we wear PE kit home if we have PE
last lesson?"*

We did.....

*"Now you can wear your kit all day on PE
days so naturally will be wearing it home.
If you get changed for PE, and have it last
lesson, you can still wear your kit home."*

Year 10 Work Experience – Deadline Approaching!

Year 10 students are reminded that Work Experience Week will take place from Monday 29th June to Friday 3rd July 2026. The deadline to submit placement details is Monday, 23rd February 2026.

This is a fantastic opportunity for students to gain first-hand experience in the workplace, develop new skills, and explore potential career paths!

All instructions for how to support your child submitting their placement is on the attached image.

If you or your child experience any difficulties accessing Unifrog or adding placement information, please ask them to come Mrs Priestley during form time (they will need to inform their form tutor first).



The Abbey School | THE HOWARD Academy Trust

Go to www.unifrog.org

Click "Log in"
Select "Sign in with school email"
Enter your child's school email address and the password they have created
If the password has been forgotten, select "Forgot password" and follow the instructions to reset it
Once logged in, scroll down to locate the purple "Placements" icon
Click on the Placements icon
Select "Add Placement"
Complete and submit the employer's details as requested!

unifrog

SUPPORTING EXAM STRESS AND WELLBEING

As part of the Personal Development programme, our Year 11, 12 and 13 students have been provided with helpful resources from Kooth, an award-winning online mental health and wellbeing platform.

Kooth offers free, safe and anonymous support for young people, including:

- One-to-one chats with qualified counsellors,
- Helpful articles and wellbeing activities,
- Peer support through moderated discussion boards, and
- Tools to track mood and set personal goals.

With mock exams approaching next week, we know many students may be feeling more anxious. These resources are designed to help them manage stress, build resilience and maintain balance during the exam period.

How you can support at home:

- Encourage regular breaks, rest, and healthy routines.
- Listen without judgement — sometimes talking helps most.
- Remind them that effort and progress matter more than perfection.
- Visit www.kooth.com together to explore the support available.

We're incredibly proud of our students' dedication and will continue to provide both academic and emotional support throughout the exam season.

THE WORRY BOX

Checked daily during school hours

www.theabbey-that.org.uk/worrybox

Not checked at the weekends or evenings. For urgent help, contact
NSPCC, Action for Children or Childline





The Abbey
School

HIRE OUR FACILITIES

CLICK THE QR CODE TO BOOK NOW!



NO EXCUSE FOR ABUSE



At The Abbey School, we strive to create a **safe and secure** environment for the school community. Our school is a **welcoming and inclusive place** where we all show one another respect and look out for each other.

We will not tolerate any **threatening, abusive or violent** behaviour and action will be taken when necessary.



Secondary School of the Year

Recognising the exemplary use of STEER to proactively safeguard children and young people, and your role in supporting proactive safeguarding across your sector.

2025

A handwritten signature in black ink.

Simon Walker
STEER Founder



The Abbey
School

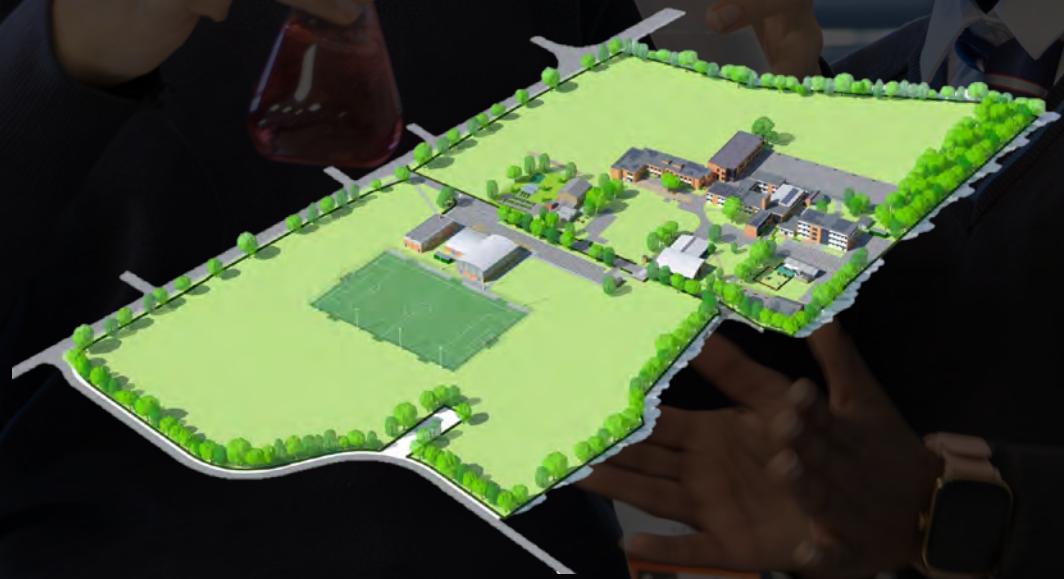
A handwritten signature in black ink.

Jo Walker
STEER Founder



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