



A MESSAGE FROM THE HEADMASTER

Dead Man Walking.

We are now about to enter Holy Week. The men of power in Jerusalem have decided that Jesus must go. At the beginning of this week, he slips across the desert. He may well have feared a contract killing. Assassins could be hired, they were called "The Sicarii, Dagger Men".

We at Trinity have been preparing for this most Holy Season and now we join Christ in that final week of his life on Earth. We celebrate it with a beautiful liturgy, created by a colleague, Miss Cheryl Afonso. To all who read this newsletter, all the best for the Holy Season. Many thanks for your support during this term. **Dr P.C. Doherty OBE**



CATHOLIC LIFE IN THE SCHOOL

During the Lenten period, we conducted reconciliation services, attended by Year groups 7, 8, 9, 10 and 12. Having refreshed their knowledge on the sacrament of reconciliation in their lessons, students came down to the chapel where they examined their conscience and saw the priest. Although the event was kept optional, a huge majority of the students attended which was a really delightful outcome. We owe a massive thanks to the priests in the diocese (and especially Fr. Quintin and Fr. Barto who came more than trice to hear confessions).

This Lent, we have also been making the Stations of the Cross. Our endeavour focuses on sacrifice and the importance of the season in our Catholic liturgical calendar. Students have also been encouraged to make personal sacrifices through abstinence and to undertake random acts of kindness – initiatives that were happily embraced by our students. We also asked students to donate items of non-perishable foods to support those in need as a corporal act of mercy – this is a perfect way to appreciate our blessings, especially during the season of Lent.

In our Theology lessons, we have been going through the Suffering, Death and Resurrection of the Christ in many year groups and that helps them to enjoy in the spiritual fruits of the passion story. Our students have also been a witness to Christ, as revealed in the lunette of the monstrance, where they were led through a meditation and prayer for a better world with peace in it. This experience is a mini retreat that allows the students to pause, reflect, think and appreciate their many blessings; it encourages them to put all problems into perspective; we are blessed abundantly at Trinity and try not to take our blessings for granted. I am also happy to announce that Mr McGrory has started introducing Christ in the life of the Sixth Former with little Eucharistic Services on Upper Site.



We now have a fully competent and working Catholic life committee. We end this term with a wonderful liturgy that took place on different days for different year groups. Readers, performers and musicians had been practising hard; and it was a rip-roaring success. But more than ever, students got a lot from their liturgy. We hope that the students will be able to reflect, repent and reconcile themselves to God.

Next term, we look forward to saying goodbye to our Year 11s and Year 13s through their 'very special' liturgies and masses. We also look forward to retreats with Year 7s and Year 8s. We welcome Mary in our midst in the month of May through the rosary and a special crowning of Mary event. There is always something to look forward to in Trinity's chaplaincy. Thank you for your continuous support. **Miss Afonso—School Chaplain**

Sixth Form University preparation: It does seem hard to believe that directly after Easter, we will be beginning to prepare our Year 12 students for UCAS applications and other possible destinations through their PSD sessions.

Mr McGrory has developed a series of lessons that will run until the summer break to help prepare our students for this significant step and to gain the knowledge they need to help make informed decisions with regard their futures. Attendance at these sessions is compulsory.

Talk about the future workshop Year 12 students

This month, some of our Year 12 students enjoyed the opportunity to participate a day of workshops led by the Talk the Talk charity in conjunction with Jack Petchey, preparing them for their futures beyond school.

Students completed a range of activities including role play and interview scenarios to enhance their oracy skills which are important in boosting social, emotional interpersonal skills and supporting employability.

Congratulations to Geoffrey C and May H who were awarded Star students for their outstanding participation and performances.

Some student feedback on what they have learnt:

'I learnt what skills are useful and how to convey myself in an interview setting.'

'Important interview skills, what information is relevant to mention in your personal statement and how to stand out above other applicants.'



Star Students of the Month



Kharina P (Y13)



Isabel S (Y13)



John O (Y12)



Sophie S (Y12)



Katie C (Y7)



Ben C (Y8)



Mimi C (Y9)



Lois G (Y10)



Ava K (Y11)



Emily L (Y7)



Stevia M (Y8)



Sophie Y (Y9)



Susu J (Y10)



Maja P (Y11)



SPOTLIGHT ON: **PSYCHOLOGY & SOCIOLOGY**

Y10 Psychology



Excitement buzzes through KS4 as students delve into the captivating realm of Psychology. In Year 10, the focus recently shifted to the intriguing subject of memory. Exploring various types of memory and dissecting the brain regions integral to memory function, students embarked on an eye-opening journey. Their exploration culminated in an insightful discussion on eyewitness testimony, unravelling how memory intricately shapes the accuracy of recall.

Student comment: "In Psychology, I loved learning about psychological problems because it helps us understand mental health problems which is interesting and also relevant to our modern world."

As they near the culmination of their academic journey in Psychology, Year 11 students are currently immersed in the captivating realm of Brain and Neuropsychology. Here, they are unravelling the mysteries of the brain's function and structure, delving into the intricate web of neurotransmitters that govern human behaviour. With each lesson, students are not only expanding their knowledge but also gaining valuable insights into themselves, which they can apply to better understand others. The journey through Psychology has been an enlightening one for Year 11 students, providing them with a deeper understanding of the human mind and behaviour.

Y11 Psychology



Y12 Psychology



Year 12 students are on a captivating journey through the depths of Psychology, where each lesson unfolds new insights and sparks lively debates. Recently, they concluded their exploration of memory, delving into its intricacies and pondering its role in shaping human behaviour and perception. Now, they eagerly anticipate delving into the realm of bio-psychology, where they will unravel the complex interplay of biological processes, such as synaptic transmission.

Students' comments: "The overlap between GCSE and A-Level Psychology plays an important role in grasping new content to learn." "Psychology is definitely a fantastic subject choice, it's opened up a whole new world for me." "I find Psychology to be a fascinating subject and my favourite topic is memory as we find out how the stories that share are remembered."

Year 13 Psychology students are currently delving into fascinating topics, concluding their study with eating behaviour and forensic psychology. Prior to this, they thoroughly explored the intricacies of relationships, focusing on the formation, maintenance, and breakdown of romantic relationships. We are delighted to share that the topic of relationships garnered significant enthusiasm among our students, resulting in exceptional performances across both classes. In their final mock examinations, both groups demonstrated outstanding understanding and application of the concepts covered in this area.

Y13 Psychology



Y12 Sociology



Our Year 12 Sociology students are currently immersed in the captivating study of education, supplemented by a deep dive into methods in context (MIC). This segment of their curriculum focuses on understanding the theories underlying the UK education system and how various factors, such as class, gender, age, and ethnicity may influence educational achievement. Students are exploring the complex interplay between societal factors and educational outcomes, gaining insights into the nuanced dynamics that shape individuals' learning experiences. By examining theories and empirical research, students are developing a comprehensive understanding of the multifaceted nature of educational attainment.

Y13 Sociology

Our Year 13 Sociology students are nearing the culmination of their studies, delving into the captivating realms of theories and methods, as well as crime and deviance. These topics represent crucial components of their curriculum and are integral to their preparation for the final Paper 3 examination. The study of crime and deviance captivates our students, offering insights into the multifaceted nature of criminal behaviour and its implications for society.

Student comment: "I cannot believe my life without Sociology. It has helped me to contextualise so many things that when I was growing up I wondered about. It makes your reality, real."

SocPsyClub

SocPsyClub serves as a dynamic forum that intersects psychological concepts with sociological issues, fostering intense and exciting discussions while igniting new ideas. Students have been attending consistently during Thursday lunchtimes since January and use the debate club as an opportunity to cultivate a culture of continued passion and engagement outside of the classroom.



GCSE HISTORY TRIP TO BERLIN

During February half term, 36 Year 11 students and 4 members of the Humanities department, visited the German capital of Berlin. The trip was a fantastic opportunity for students to witness aspects of their history course really come to life. As part of GCSE History, students study Weimar and Nazi Germany and the Cold War so Berlin was the perfect destination for these students to experience four days of intensive, exciting and thought-provoking history.

Our trip began with guided tour of Berlin and gave students the chance to get acquainted with a modern, bustling and dynamic city. Our tour ended at the Topography of Terror museum, built on the site of the former SS headquarters, it offers an amazing and poignant glimpse into Germany's dark past. After a long day of travelling and three hours of walking around the city, students were grateful to get back to our comfortable accommodation.



The following day we began with a visit to Platform 17, a memorial which highlights the role of this former freight station as a major site of Jewish deportation from Berlin to the camps. Following on from there, we visited the Wannsee Conference, a beautiful lakeside villa where the Nazis planned the extermination of European Jewry. Our next visit was to the former concentration camp at Sachsenhausen. This was a sobering and moving experience for the students and it gave us all a moment for reflection. From there, we went to the Reichstag, the German parliament building with a spectacular glass dome designed by British architect Norman Foster.

On Monday our first stop of the day was to the former headquarters of the Stasi, where students got a glimpse into life under the constant scrutiny of the authorities. After that, it was back on the s-Bahn to Hackescher Market for lunch and a chance to sample a range of delicious foods. Once lunch was over, we made our way to Alexanderplatz for our visit up the Berlin TV Tower which offers panoramic views of the city. A short S-Bahn ride to the bowling alley for an energetic game and then back to the hostel for dinner.



On our final day we visited the East Side Gallery; the longest remaining continuous section of the Berlin Wall which is covered in art work. From there, we made our way to the DDR Museum, a fantastic interactive display of life in the former East Berlin. We walked back to our hostel and then it was back on the coach to the airport for our return journey home.

This was a truly fantastic trip; the students were outstanding and it was a memorable experience for all.

MR REED'S SAFEGUARDING & WELLBEING UPDATE



Vaping in schools: There has been an increase in young people using vapes and in particular experimenting with THC vaping. THC is the chemical that gives the 'high' effect in cannabis. The latest reports show that this has led to some young people overdosing on THC, causing them to become unwell and needing medical attention. The resource attached has been created to give information to support conversations with your child around THC vaping. You will read about THC vaping, the short term and long term effects, as well as the legalities to help you make the most informed decisions to keep your child safe and happy.

Children's mental health is really on the agenda with exam/social media/post covid/cost of living crisis etc. We at Trinity have a range of interventions and support for young people at Trinity and we are open to well-being referrals which can be found on our website and will enable us to signpost support to your child. We also as a school have signed up to 'Kooth', a service that you as a parent/carer can directly contact the details are below. I encourage you to have a look through their website: <https://www.kooth.com/>

Redbridge support also is highlighted online with a range of partners to support families:

<https://www.redbridge.gov.uk/young-people/redbridge-youth-hub/mental-health-well-being/>

Keep safe...

YEAR 7 ENGLISH WORKSHOPS

West End in Schools - Theatre in Education visited the English Department on 12 & 26 March to run workshops for all Year 7 students to take part in.



These workshop have consolidated Year 7s study of Shakespeare's play 'A Midsummer Night's Dream' that they have been studying this term. The students got the opportunity to take part in some drama games. They discussed the language Shakespeare used and spoke about what he meant by certain words and then acted out different parts of the play which helped developed their understanding of the events and the characters.



"I really enjoyed acting parts of the play"

"I enjoyed everyone participating and get the chance to show their acting skills. It also helped me to understand the play more."

INTRODUCING ... MRS ROGER, OUR STEM COORDINATOR



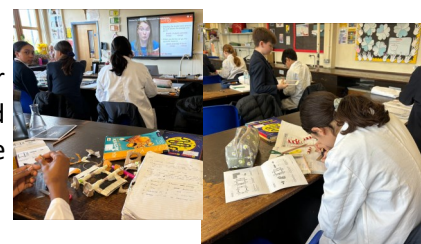
At Trinity we are dedicated to empowering young people with skills and knowledge to make positive career choices. Through our STEM programme, students have explored careers in medicine and engineering this term.



Year 10 and 12 students took part in a Medical Careers day. MCS projects delivered a hands on experience for students where they used oximeters, stethoscopes, thermometers and blood pressure monitors to diagnose a patient. The highlight of the day was definitely meeting the spinal surgeon and gastroenterologist who spoke to an audience of 25 students from all year groups who are interested in a career in medicine. We covered UKAT exams and how to apply for medical schools alongside the real life experience of living and working as a doctor.



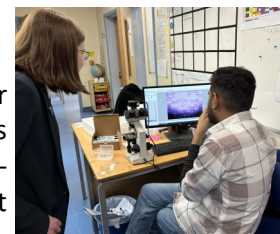
Our Year 7 & 8 students learnt what an engineer does taking part in a model car building workshop that was provided by the Smallpeice Trust. Students enjoyed building their model cars and were able to evaluate what was needed to improve them.



Students can explore their extra curricular interest in Science by attending the Year 7 Science Club. We started by honing our bunsen burner skills completing flame tests before starting a series of experiments under the broad topic of food. We have measured the energy in a range of different foods. Students have carried out food tests to analyse if a food contains protein, sugar, fats or starch. We have extended our ideas looking at other ways vegetables can be used and last week made vegetable dyes. We noticed the colour of red cabbage changed which has led us to investigate its colour in acid or alkaline conditions.



In the Science department, we are always happy to be led by and support student interest. Year 9 students have been carrying out botany experiments in their own time as part of Dr Doherty's scholars competition. Here Year 9 students work with Mr Chaudri, our science technician, to observe the results of experiments conducted at home. We used our digital microscope to see what had happened when plants had been grown in different conditions.

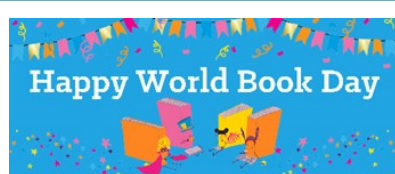


YEAR 11 'HIT THE MARK' WORKSHOP

On 14 March, a group of our Year 11 students participated in an empowering workshop aimed at boosting motivation and confidence in revision techniques as they prepare for their upcoming GCSE exams. Titled "Hit the Mark," this session was facilitated by Learning Performance, a leading study skills company. During the "Hit the Mark" workshop, students engaged in interactive activities designed to challenge and overcome negative thinking patterns such as "I can't do it" or "It's too hard." Through creative strategies like memory techniques, students learned effective methods for learning, revising, and preparing for their exams. The overarching goal of the session was to instil confidence, resilience, and a belief in their ability to succeed independently. Research has shown that equipping students with such learning strategies can lead to significant progress, with an average improvement of 8 months. Overall feedback from the students who participated indicates that they found the workshop to be highly valuable for their exam preparation.



Happy World Book Day



We celebrated World Book Day on 7 March, with lots of reading-related activities. Staff throughout the school displayed their Reading Recommendations on classroom doors to encourage book conversations with students. They also read selected extracts of a novel or short story at the start of each lesson, with teachers in one lesson continuing from where the teacher in a previous lesson had finished. This created interest in the novels as students became engaged with the stories. Students in Year 7 were invited to dress as their favourite book character and, in the lead up to World Book Day, they were also encouraged to take part in our Readathon to raise money for the Read for Good charity.

WORLD BOOK DAY



DON'T FORGET – upcoming events

Friday 10 May: Year 13 study leave will begin at the end of Period 4 lessons, while Year 11s will begin following their GCSE Science examination.

Trinity's Parent, Teacher & Friends Association (PTFA) The next PTFA meeting will be held on Friday 19 April at 6.30pm, at the Travellers Friend, opposite school. All are welcome to join. Any queries, please email Mrs Sancho hsancho@tchs.org.uk

Headmaster's Summer Ball

Tickets are sold via ParentMail Pay and are available to purchase now. Please note, all tickets are non-refundable as this is a charitable cause. We are reaching out for donations to be sold in our auction i.e. vouchers, hampers, signed football shirts, beauty treatments, etc. If you can donate, please contact eallen@tchs.org.uk with details. **Remember, 100% of items sold at auction will go towards resources for the school!**

We are thrilled to announce the launch of additional social media pages! Stay connected with us for the latest updates, events and more...

X (Twitter) - @TCHSWoodford

Facebook - [facebook.com/tcswoodford](https://www.facebook.com/tcswoodford)

Instagram - [tchs_woodford](https://www.instagram.com/tchs_woodford)

Debating Club in Room 5

Year 7: Tuesday lunchtime

Year 8-9: Wednesday lunchtime

Details can be found in the attached poster.
KS4/ 5 students are also welcome!!

End of Year Assessment Dates:

Year 7 7– 17 May

Year 8 13 – 24 May

Departments will share revision lists and guidance with students.

Please encourage your child to use these and additional resources (usually found on Microsoft Teams).

Parents may find the attached factsheet about popular apps and games useful.

Contacting the school re: absences

Y7-11— year7to11absences@tchs.org.uk

Y12-13— 6thformabsences@tchs.org.uk

Provide full details of student name and reason for illness.



NEW CAREERS LEADER

students from Years 7 to 13. The programme is designed to firmly embed careers education within the curriculum, raising the aspirations of our young people and equipping them with high-quality information about future study options and labour market trends.

At Trinity, we are committed to providing a comprehensive programme of Careers Education, Information, Advice, and Guidance (CEIAG) and Work-Related Learning (WRL) for all

In line with this commitment, **we are thrilled to welcome Mrs Sophie Alexander as our new Careers Leader.** As the first point of contact for career-related queries and advice, Mrs Alexander will work to support each student's individual needs as they prepare for their future careers. Our goal is to provide every student with a range of opportunities for potential career paths, further education, and training options.

We are confident that Mrs Alexander's dedication and expertise will greatly enhance our careers programme and further support our students in achieving their goals. Should you have any questions or require guidance, please don't hesitate to contact to her at salexander@tchs.org.uk.

THE SCHOLASTIC BOOK FAIR



The Scholastic Book Fair arrived on World Book Day and over the course of the following week, students were able to come and choose books to buy from the great selection available. They enjoyed having the opportunity to browse the shelves and we had some very happy customers. We were extremely grateful for the help of our Sixth Form volunteers, Ciara, Elizabeth R, Elizabeth D, Emily, Keeley and



William. While this has been a very busy time, it has also been a great success. The school has earned commission on all the sales and we are looking forward to spending this on even more great books next term.



AUTHOR VISIT

On 21 March, we were extremely lucky to have award-winning Manga author and illustrator Sonia Leong visit our school. In the morning, she held assemblies for Year 7 and Year 8, where she talked to them about Manga and its different genres such as Shonen and Shojo. She also talked about her life as a professional illustrator, working on not only books and comics but also films and TV series such as Dr Who, as well as adverts for companies such as Toyota and for fashion houses. It was an insightful and informative view of the industry. In the afternoon, she held Manga Art Workshops for students who had signed up to attend. Unsurprisingly, these sessions were extremely popular. Sonia taught the students how to draw Manga characters, focusing on

facial features and different views such as face-forward, side-on and downward-tilt. Students were completely focused and engaged throughout these exciting sessions. Sonia also spent time with the students during their lunch break, talking about her work, signing books for them and even posing for photographs. The day was a big success!



SPORTS FIXTURES & PE TRIP TO UEL



Spring term comes with warmer weather which we welcomed for our inter-form football fixtures. This concludes our winter programme of organised competition for all students in Key Stage 3, and well done to all our winners.



We continue to do well in the Borough, with our Year 7 and 8 Table Tennis Team beating Woodbridge in a friendly tournament. Our Year 7 netball team represented Redbridge in the London School Games, facing some fierce competition, winning 2 out of 5 matches, our Year 8 girls won the District Tournament, and our 9s and 10s were 3rd and 2nd respectively. The Year 7, 8 and 9 boys football teams all won the District 7-a-side tournaments, and the girls under 16 squad made it back to back victories in the East London Let Girls Play tournament. What a successful term, we are so proud!



Our A level PE students attended an enrichment day at the University of East London where they had the opportunity to engage with a range of activities, including sports coaching for primary children, sports rehabilitation and fitness testing. Our students engaged fully and took a lead in the coaching activities, so much so we have been invited back to use the sports science lab to use their advanced fitness testing equipment.



REACH FOR THE STARS WORKSHOP

40 of our Year 11 students attended the 'Reach for the Stars' workshop, that took place on 20 March. This engaging session provided our highest-achieving students with invaluable insights into advanced strategies for effective exam preparation. Through creative techniques and innovative approaches, students explored topics such as overcoming the fear of failure, practical stress management, and the transformative power of positive visualization. The workshop aimed to equip students with tools and techniques to further excel in their upcoming summer GCSE examinations.



Best of luck to our Year 11 & 13 students for their upcoming GCSE and A Level exams. Students' exam timetables are available to view via our EduLink One platform. Further information about exams can be found at our website via: <https://www.tchs.org.uk/about-us/examinations/>.

For further revision resources, please visit our [Digital Learning Hub](#).

Sponsorship for Disadvantaged students

We are reaching out for local businesses to sponsor our disadvantaged students; work experience or donations etc. This will help us to further develop learning and cultural experience opportunities. If you can help in any way please contact Miss Gorman on bgorman@tchs.org.uk with details.

EduLink One Platform

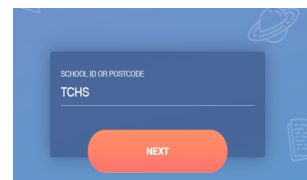
We are thrilled to announce the launch of EduLink, a powerful platform designed to strengthen the connection between our school, staff, students, and parents. As we continue to prioritise effective communication and collaboration, EduLink will serve as a central hub for all things related to school life. Key features designed to enhance engagement, streamline processes, and foster a supportive learning environment:

- **Messaging:** Instantly communicate with staff, students, and parents through direct messaging functionality. Stay informed and connected, no matter where you are.
- **Attendance Tracking:** Keep track of student attendance effortlessly. Parents can receive notifications if their child is absent, ensuring transparency and accountability.
- **Performance Tracking:** Monitor student progress and performance over time. Parents can access real-time updates on their child's academic achievements and areas for improvement.

<https://www.edulinkone.com/#!/login>

School ID: TCHS

If you have any questions or issues with EduLink, please contact itdepartment@tchs.org.uk.



SORTED

Substance Use and Misuse Team

THC Vaping Parent/Guardian Resource

Introduction

There has been an increase in young people using vapes and in particular experimenting with THC vaping. THC is the chemical that gives the 'high' effect in cannabis. The latest reports show that this has led to some young people overdosing on THC, causing them to become unwell and needing medical attention. This resource has been created to give information to support conversations with your child around THC vaping. You will read about THC vaping, the short term and long term effects as well as the legalities to help you make the most informed decisions to keep your child safe and happy.

What is Vaping?

Vaping is the inhalation of vapor from a vaping device or e-cigarette. These devices are electronic, and they heat a liquid to a vapour to be inhaled. The liquid is usually a mixture containing nicotine, propylene glycol and/or vegetable glycerine, and flavourings. Other liquids can be added to the vape.

What is THC Vaping?

The most common emerging trend amongst young people is to add THC oil to their vaping liquid. THC oil is a sticky thick, yellowy brown liquid which comes from the cannabis plant. THC is the chemical that gives the 'high' effect and it is illegal in the UK.



How Do I Know My Child is Vaping?

Vaping tends to produce clouds of smoke that are scentless and disappear quickly, so it can be difficult to sense if your child is using a vape. Vaping is relatively new still, and little is known about the short term effects, however it is generally thought that vaping is less harsh than smoking as it is generally tobacco free and has less chemicals than cigarettes, which is why it is a popular method for stopping smoking. The short term effects of vaping can also vary depending on what is in the vaping liquid such as the nicotine content. However inhaling any substances is not entirely risk free. Below are some images of different styles of vape or e cigarettes.



Short Term Effects Of Vaping THC

How Do I Know My Child is Vaping THC?

Vaping THC will have similar effects to using cannabis. Vaping THC as opposed to smoking cannabis allows a larger amount of THC to be inhaled very quickly, potentially causing overdosing. The effects of vaping THC depends on the amount of THC/CBD in the vape, your child's mood, the environment and how often it is used. The short term effects are listed on the right and can be signs your child has vaped THC oil.



ATTENTION

- Blood shot eyes
- Dazed/dreamy demeanour
- Short term memory loss
- Faint/feeling sick
- The giggles
- The munchies
- Dry mouth
- Paranoia
- Anxiety



You can watch more about the short term effects on this talktofrank video. [FRANK: Cannabis Side Effects - YouTube](#)

Will Vaping THC Effect My Child's Health Long Term?

The long term health effects of vaping are still being studied. It is believed that whilst vaping is not risk free as it still contains chemicals, it contains a significant amount less than a traditional cigarette as there is no tobacco therefore no tar or carbon monoxide. Studies are beginning in the USA on the impact of vaping on the lungs. However we know that vaping THC can cause the same long term health effects as cannabis use which are laid out below.

You can read more on the NHS website about vaping to stop smoking. [Using e-cigarettes to stop smoking - NHS \(www.nhs.uk\)](https://www.nhs.uk)

The long term effects of cannabis use can include the increased risk of psychotic illness such as schizophrenia as well as other mental health issues.

Schizophrenia = delusions and hallucinations.

- Delusions – believing things that are not true
- Hallucinations – seeing things that are not really there

Risk of schizophrenia is increased if you use cannabis from a young age, frequent use, stronger cannabis i.e. skunk, and family history of schizophrenia

Mental Health -

- Anxiety and paranoia
- Hallucinations

These can happen during use, and may settle when stopped but use can also aggravate existing mental health issues.



You can read more on the NHS website about the mental and physical effects associated with cannabis use. [Cannabis: the facts - NHS \(www.nhs.uk\)](https://www.nhs.uk)

Vaping and The Law

The law around vaping can be very tricky to understand as there is a lack of legislation around vaping. You must be 18 to buy a vape pen. There is no law around where you can and cannot vape, but many places adopt the same rules as smoking, therefore you must go by venue policy. Similarly, driving whilst vaping is not illegal, but the cloud of smoke can be considered a hazard whilst driving and can get you into trouble. However as THC is illegal, vaping THC oil follows the same laws as cannabis laid out below.



Will my child get into trouble for using THC Vapes?

Cannabis is an illegal Class B drug. There are consequences for the **illegal** possession, supply and production of cannabis.

Possession – having (possessing) cannabis in any form including edibles can get you up to 5 years in prison, unlimited fine or both.

Supply - supplying cannabis which includes giving it to your friends for free or sharing it with them can get you up to 14 years in prison, an unlimited fine or both.

Dealing - selling cannabis for any sized financial gain can get you up to 14 years in prison, an unlimited fine or both.

Trafficking - moving it around the country on transport or through private vehicle etc. can get you up to 14 years in prison, an unlimited fine or both.

Production - producing cannabis whether growing for self consumption or to be sold can get you up to 14 years in prison, an unlimited fine or both.

Young people who use cannabis are at increased risk of child criminal exploitation (CCE), and to be groomed into County Lines operations, see below for more information.

To read more about the legality of cannabis please see the government website [Drugs penalties - GOV.UK \(www.gov.uk\)](https://www.gov.uk). To learn more about county lines and CCE, see The Children's Society website [What Is County Lines? | The Children's Society \(childrensociety.org.uk\)](https://www.childrensociety.org.uk).



How can I help my child?

It can be difficult to know the best way to support your child if you are concerned. Speaking with professionals already working with your child is the first step such as teachers, and key workers.

Below are local and national services to find more information and support for your child.



Local

- Adolescent Development Services SORTED
 - sorted@hillingdon.gov.uk
 - 01895 250 721
- ARCH Hillingdon
 - 01895 207 777
 - arch.hillingdon@nhs.net



National

- Childline - 0800 1111
- Frank - talktofrank.com
 - 0300 123 6600
 - frank@talktofrank.com
 - text - 82111
- youngminds - [youngminds.org.uk](https://www.youngminds.org.uk)
- ADFAM - [adfam.org.uk](https://www.adfam.org.uk)
- Samaritans - [samaritans.org](https://www.samaritans.org)
- The Children's Society - [childrensociety.org.uk](https://www.childrensociety.org.uk)
- MIND - [mind.org.uk](https://www.mind.org.uk)
- CYPMHS - NHS mental health support
 - [nhs.uk](https://www.nhs.uk) - search CYPMHS

YEAR 7 - TUESDAY LUNCHTIME ROOM 5

YEAR 8-9 - WEDNESDAY LUNCHTIME ROOM 5

TRINITY CATHOLIC HIGH SCHOOL

DEBATE

CLUB

**EXAMPLE
MOTIONS:**

'Children should start school aged 7, following the example of Sweden.'

'Neuralink brain chip implants will improve the life of all people.'

'Parents should be allowed to use technology to choose characteristics of their babies'

A Structured environment to engage in friendly debate on topics ranging from philosophy to religion, politics to law, business to technology.



FACTSHEET

Popular apps and games to be aware of:



APP/GAME	WHAT IS IT?	LISTEN OUT FOR CHILDREN TALKING ABOUT:
TikTok	<ul style="list-style-type: none"> • Users share short videos of themselves, often lip-syncing to music, and watch other people's videos • You can gain 'fans' and follow other people • There are often 'challenges' that spread among users • The app uses algorithms to feed users more related content, which can push them towards niche or unsettling videos. 	<ul style="list-style-type: none"> • Videos that sound inappropriate • 'Challenges' that are potentially dangerous • Strangers they've made contact with through TikTok • Content about eating disorders, self-harm and bullying • Things they heard or saw on TikTok that don't sound true, or might be fake news
Snapchat	<ul style="list-style-type: none"> • Picture, video and message-sharing with contacts • 'Snaps' disappear and aren't saved on phones • Known for sharing nude and semi-nude images 	<ul style="list-style-type: none"> • Sharing explicit images and requests for photos • Screenshots of 'Snaps' being shared • Strangers they've made contact with • Videos and photos that sound inappropriate
YouTube	<ul style="list-style-type: none"> • A website and app where users can watch videos uploaded by other people • Users can also watch live streams of other people • Users can upload their own videos and leave comments on other people's videos 	<ul style="list-style-type: none"> • Uploading videos of things that happen at school • 'Challenges' that are potentially dangerous • Videos that sound inappropriate • Other pupils' videos that they've found, and making fun of the person who made the video
Instagram	<ul style="list-style-type: none"> • Users upload photos and videos to their profile, and can live stream to other users • You can gain followers and follow other people, as well as comment on other people's photos and videos • Users can private message each other, send each other private photos and videos, and upload to a daily 'story' that other users can see for 24 hours 	<ul style="list-style-type: none"> • Sharing explicit images and requests for photos • Screenshots of private messages or photos being shared • Pictures or videos that sound inappropriate
Twitch	<ul style="list-style-type: none"> • A website and app where users can watch videos and live streams of other users, typically playing computer games • They can also live stream themselves and private message each other 	<ul style="list-style-type: none"> • Strangers they've made contact with • Inappropriate content they've seen

APP/GAME	WHAT IS IT?	LISTEN OUT FOR CHILDREN TALKING ABOUT:
Kick	<ul style="list-style-type: none"> • Like Twitch, a website where users can watch videos and live streams of other users • Computer gaming streams are popular, as well as gambling 	<ul style="list-style-type: none"> • Strangers they've made contact with • Gambling • Inappropriate content they've seen
WhatsApp	<ul style="list-style-type: none"> • A messaging app where users can message each other by text, video and voice notes • Users can also video and voice chat with each other 	<ul style="list-style-type: none"> • Strangers they've made contact with • Pictures or videos that sound inappropriate • Screenshots of private messages or photos being shared
Discord	<ul style="list-style-type: none"> • A messaging platform where users can message, video and voice call each other, and join servers to talk to lots of other people • Originally used for communication while playing computer games 	<ul style="list-style-type: none"> • Strangers they've made contact with • Pictures or videos that sound inappropriate • Ideas or beliefs that sound extreme
Minecraft	<ul style="list-style-type: none"> • A game where players explore online worlds. They can use 'blocks' to customise the world and create new parts • Players buy 'Minecoins' with real money, and then exchange them for in-game extras such as outfits for their character or new worlds to explore • Players can communicate in multiplayer worlds using text chat 	<ul style="list-style-type: none"> • 'Griefing', where someone intentionally ruins the game for other users • Contact with strangers • Spending lots of 'Minecoins', which means spending lots of real money
Roblox	<ul style="list-style-type: none"> • An online game creating system where you can create and publish games and activities, and play in other users' games • Players can buy 'Robux' with real money, and then exchange them for in-game upgrades such as special outfits or abilities for their character 	<ul style="list-style-type: none"> • 'Griefing', where someone intentionally ruins the game for other users • Contact with strangers • Players spending lots of 'Robux', which means spending lots of real money
Fortnite	<ul style="list-style-type: none"> • A game where players build structures, as well as fight computer-controlled monsters and other players • The most popular game mode, 'Battle Royale', pits 100 players against each other, either alone or in teams of up to 4 • Players can communicate with each other using pre-determined icons, and with their teammates over voice chat 	<ul style="list-style-type: none"> • 'Griefing', where someone intentionally ruins the game for other users • Contact with strangers • Players spending lots of 'V-Bucks', which means spending lots of real money