



# NEWSLETTER

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## DEAR PARENTS AND CARERS

I hope you have enjoyed the sunshine over the last few days, as always the newsletter contains valuable information about changes and what has been happening since we returned from the **Easter break**.

During this time we have welcomed Spanish visitors from **Zaragoza**; our Year 10 students that supported were excellent and they have forged some lasting relationships with our visitors. I was also extremely pleased to see how the rest of our school community welcomed our guests; thank you to our **MFL team** for organising this visit.

As you will be aware we work closely with the **LFC Foundation** and **Everton in the Community** and through the latter six of our **Year 9** students have been recognised through their nominations at the **Blue Heart Awards** ceremony – I would like to congratulate all involved; well done we are really proud of your achievements.

**Year 11** continue to work exceptionally hard and last weekend some of the maths team took students away to **Condover Hall** in Shropshire for some additional maths, alongside outdoor activities. I know the students were up and ready for maths at **8.00am** on Saturday morning and really enjoyed the overall experience of the residential. Can I remind parents and carers of student in **Year 11** of the forthcoming exams (the timetable is in this newsletter) and also important information from **JCQ** which is the regulator for examinations. Please ensure you

take time to read the advice and guidance within the newsletter and make sure your child is fully aware.

Please can I ask you for your continued support in ensuring our students turn up each and every day with the basics; such as their bag, folder, equipment, PE kit etc. You are the first line of support for students and we appreciate your support in ensuring the vast majority of students get this right each and every day. Please can I also ask you to make note of the information regarding parking on-site and if your child does cycle to school; can you remind them of cycling safety on their way to and from school. We do remind students each and every night to ride out safely and with the flow of traffic; unfortunately sometimes this isn't the case when they leave site. A reminder regarding safety from parents and carers will go along way to help prevent unnecessary accidents.

Best wishes,

**Mr I Critchley**  
Executive Principal



A GREAT  
PLACE  
TO BE A  
PART OF

### KEY DATES 2025

Saturday 10th - Sunday 11th May	YEAR 10 & 11 TRIP
Monday 12th - Friday 6th June	KS3 P2S3 ASSESSMENT WEEKS
Thursday 22nd May	YEAR 7 PARENTS' EVENING
Friday 23rd May	END OF TERM

# PASTORAL CHANGES

HALEWOOD  
ACADEMYHALEWOOD  
ACADEMY**Halewood Academy**

The Avenue, Halewood L26 1UU

Tel: 0151 477 8830

Email: [admin@halewoodacademy.co.uk](mailto:admin@halewoodacademy.co.uk)Web: [halewoodacademy.co.uk](http://halewoodacademy.co.uk)**Mr I Critchley** MA, PGCE, NPQH

Executive Principal

30<sup>th</sup> April 2025

Dear Parents &amp; Carers

I am writing to inform you of some changes to the Year 9 Pastoral Team.

On the 9<sup>th</sup> May Miss Price, Assistant Progress Leader will be leaving Halewood Academy to pursue a different role. We would like to wish Miss Price luck for her future and take this opportunity to thank her for all her support that she has given pupils and their families during her time here.

We are pleased to inform you that Miss Slack has secured the role of Assistant Progress Leader for Year 9 and again we would like to wish her luck in this role.

In addition, pupils have been informed in assembly this morning that Mrs Gray will be the Progress Leader for the year group once Year 11 leave. Miss Heath will continue as Progress Leader until this transition. Miss Roche will continue as Learning Mentor for the year group and Mr Ellis remains the SLT Link.

Should you have any questions relating to this please contact the Year 9 team.

Yours sincerely,

Mrs Cross  
Vice Principal

# NEW PEDESTRIAN CROSSING



HALEWOOD  
ACADEMY

A new pedestrian crossing has now been installed at the front of Halewood Academy. We kindly ask all parents and carers to observe the following guidelines to ensure the safety and smooth operation of traffic and pedestrian movement around the school:

**Speed Limit:** Please continue to observe the speed limit within the car park, which is strictly 5 mph.

**Pedestrian Priority:** Allow pedestrians to use the crossing safely to enter and exit the school.

**No Stopping on Zig Zag Lines:** Do not stop on the zig zag lines, as this obstructs the view for other drivers and compromises safety.

Thank you for your cooperation in helping us maintain a safe environment for our students and community.



# DISABLED BAYS



HALEWOOD  
ACADEMY

WE SEEK THE BEST

## DEAR PARENTS / CARERS

----- Polite Notice -----

Can Parents/Carers please ensure that when using the car park they are not using the disabled bays unnecessarily and are not parking across any of the parking bays, which may prevent vehicles from leaving.

Please continue to be considerate of all car park users when dropping off and picking up.

We will be keeping this under review.

Kind Regards

**Halewood Academy**

MEMBER OF THE WADE DEACON TRUST





# SPANISH EXCHANGE VISIT



HALEWOOD  
ACADEMY



Last week we welcomed back into **Halewood Academy** our school exchange partner from Zaragoza. Thirty Spanish students came to our school to experience what school life feels like in the UK. With that purpose, the students from our school volunteered to participate in this experience and to show them around our school, using their Spanish to communicate and interact with them. As a result, some lovely friendship relationships developed, which we hope will continue into the future, giving our students the opportunity to use their Spanish in real life interactions. We also hope to visit their school soon, so our students can also experience a taste of the Spanish education system.

A big thank you to all our students for the warm welcome that they gave to our Spanish friends and for showing high standards and expectations at all times.

The Spanish students went back to **Zaragoza** on Tuesday and were very complimentary about our amazing school and facilities and about the lovely and open people they met in Liverpool.  
*"Nos vemos pronto, amigos."*





# BLUE HEARTS AWARDS 2025



**EITC** Everton  
in the Community



**HALEWOOD  
ACADEMY**



On Tuesday 29th April, Everton in the Community (EITC) held its annual Blue Heart Awards Ceremony, which marked the achievements of young people engaged in the community youth engagement programme, recognising their achievements and personal growth whilst working with the charity. The glitzy event took place in Boxpark, Liverpool.

Halewood Academy is incredibly proud to have had 6 of our Year 9 students nominated for awards P Hunt, S Owen, R Cawley, L Coventry and J Rogers were all nominated for the 'Community Impact of the Year Award'. This group of students have shown real determination to promote female positivity by aiming to change attitudes and aspirations amongst women and girls.

J Whalon was nominated for the 'Steve Morgan Foundation Award' after being a volunteer mentor and offering an integral presence at Austin Rawlinson Football in Speke. The relationships and trust he has built up with young peers has truly helped them.

Congratulations and well done to all of you, we hope you enjoyed celebrating your huge achievement!

#Respect #Aspire #Collaborate #Excellence #Resilience





# MATHEMATICS RESIDENTIAL



HALEWOOD  
ACADEMY



On Friday 25th April, the Maths Department took 37 Year 11 students on a two-day residential trip to Condoval Hall, Shropshire. The purpose of the trip was to deliver high-intensity revision sessions combined with engaging outdoor activities. It was a great success, with students demonstrating the core values essential for such an experience. We hope the trip not only made a meaningful impact on their academic progress but also created lasting memories with their peers. During the residential, students took part in a range of activities, including climbing, a 10-metre trapeze jump, a 40-foot zip wire, and a quiz around the campfire on Friday evening.

While it was far from a typical Friday night or Saturday for most, their enthusiasm and dedication to improving in maths were clear. After a restful night, students were up at 7:00am on Saturday, had breakfast at 7:30am, and were engaged in revision sessions by 8:00am. We are extremely proud of how they conducted themselves throughout the trip and sincerely hope it has given them an extra boost in confidence and motivation to achieve their best possible grades.





# C2K DEVELOPMENTS CAREERS ADVICE



HALEWOOD  
ACADEMY



## The Next Steps Careers Programme: Insights from C2K Developments

As a part of The Next Steps Careers Programme, some of our Year 10 pupils had the opportunity to speak with the Managing Director of C2K Developments, who visited the school today. The director provided valuable insights into the construction industry, discussing the specific trade skills and qualifications needed to enter this field.

### Key Takeaways from the Session

**Understanding the Construction Industry:** The pupils learned about the various sectors within the construction industry, including residential, commercial, and infrastructure projects.

**Essential Trade Skills:** The director emphasized the importance of developing skills in areas such as carpentry, plumbing, and electrical work, which are critical for success in the construction industry.

**Qualifications and Training:** Information was provided on the necessary qualifications, including apprenticeships and vocational courses, that can help students gain entry into construction careers.

**Career Opportunities:** The students were made aware of the vast array of career paths available within the construction sector, ranging from project management to specialised trade roles.

**Future Prospects:** The discussion highlighted the growing demand for skilled workers in the construction industry, and the potential for career advancement and job security.

The students found this meeting with C2K Developments very informative and helpful, gaining insight into a potential career path in this sector. The session not only broadened their understanding of the industry but also inspired them to consider the diverse opportunities available within construction.

FUTURES  
CAREERS  
ADVICE



# What Parents & Carers Need to Know about

# INSTAGRAM

WHAT ARE THE RISKS?

Instagram is one of the most popular social media platforms in the world, with over 1 billion users worldwide. The platform allows users to upload images and videos to their feed, create interactive 'stories', share live videos, exchange private messages or search, explore and follow other accounts they like – whilst at the same time continuously updating and adding new features to meet the needs of its users.

AGE RATING

13+

## ADDICTION

Many social media platforms are designed in a way to keep us engaged on them for as long as possible. There's a desire to scroll often/more in case we've missed something important or a fear of missing out. Instagram is no different and young people can easily lose track of time by aimlessly scrolling and watching videos posted by friends, acquaintances, influencers or even strangers.

## PRODUCT TAGGING

Product tags allow users (particularly influencers who are sponsored to advertise products) to tag a product or business in their post. This tag takes viewers, regardless of age, directly to the product detail page on the shop where the item can be purchased and where children may be encouraged by influencers to purchase products they don't necessarily need.

## EXCLUSION AND OSTRACISM

Young people are highly sensitive to ostracism. Feeling excluded can come in many forms such as: not receiving many 'likes', not being tagged, being unfriended, having a photo untagged, or not receiving a comment or reply to a message. Being excluded online hurts just as much as being excluded offline – with children potentially suffering lower moods, lower self-esteem, feeling as if they don't belong or undervalued.

## PUBLIC ACCOUNTS

Product tagging on Instagram only works on public accounts. If your child wants to share their clothing style, make-up etc and tag items in a post then they may be tempted to change their settings to public, which can leave their profile visible to strangers.

## GOING LIVE

Live streaming on Instagram allows users to connect with friends and followers in real-time and comment on videos during broadcast. Risks increase if the account is public because anyone can watch and comment on their videos, including strangers. However, other risks include acting in ways they wouldn't normally or being exposed to inappropriate content or offensive language.

## INFLUENCER CULTURE

Influencers can be paid thousands of pounds to promote a product, service, app and much more on social media – the posts can often be identified because they state they're a 'paid partnership'. Ofcom found that young people often attempt to copy-cat influencer behaviour for their own posts to gain likes, sometimes posting content which may not be age-appropriate.

## UNREALISTIC IDEALS

Children compare themselves to what they see online in terms of how they look, dress, their body shape, or the experiences others are having. The constant scrolling and comparison of unrealistic ideals can lead to children feeling insecure about their own appearance, questioning how exciting their own lives are and having a fear of missing out.

## Advice for Parents & Carers

### HAVE OPEN DIALOGUE

Talk to your child about live videos and the risks involved and how they can do it safely with family and friends. Talk to them about ensuring they have safety settings on so only followers can view them live, and maybe help them prepare what they would say when they do go live.

### FAMILIARISE YOURSELF

Instagram is one social media app which has its safety features available to parents in a user-friendly manner. The document provides examples of conversation starters, managing privacy, managing comments, blocking and restricting and can be found on the Instagram website > community > parents.

### MANAGE LIKE COUNTS

Due to the impact on mental wellbeing, Instagram has allowed users to change the focus of their experiences online away from how many likes a post has by hiding the like counts. Users can hide like counts on all the posts in their feed as well as hiding the like counts on their own posts. This means others can't see how many likes you get. This can be done by going into settings > notifications > posts > likes > off

### REMOVE PAYMENT METHODS

If you're happy for your child to have a card associated with their Instagram account, we suggest adding a PIN which needs to be entered before making a payment. This can be added in the payment settings tab and will also help prevent unauthorised purchases.

### FOLLOW INFLUENCERS

Following influencers will allow you to monitor what they're sharing as well as being able to discuss anything which you deem inappropriate. Talk to your child about who they follow and help them develop critical thinking skills about what the influencer is trying to do. For example, are they trying to sell a product by promoting it?

### USE MODERATORS

Instagram has launched 'live moderators' on Instagram live where creators can assign a moderator and give them the power to report comments, remove viewers and turn off comments for a viewer. It's recommended to keep devices in common spaces so that you are aware if they do go live or watch live streaming.

### BE VIGILANT AND REASSURE

Talk to your child about the use of filters. While they can be fun to use they don't represent the real them. If you find your child continuously using a filter, ask them why and reassure them that they are beautiful without it to build up their feelings of self-worth. Discuss the fact that many images online are filtered and not everyone looks 'picture perfect' in real life, which can also lend itself to discuss what is real and not real online.

### BALANCE YOUR TIME

Instagram now has an in-built activity dashboard that allows users to monitor and control how much time they spend on the app. Users can add a 'daily reminder' to set a limit on how much time they want to spend on Instagram, prompting them to consider if it's been too long with a 'take a break' message. There's also the option to mute notifications for a period of time. These features can help you have a conversation with your child about how much time they are spending on the app and to set healthy time limits.

## Meet Our Expert

Dr Claire Sutherland is an online safety consultant at BCyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.



National  
Online  
Safety®

#WakeUpWednesday

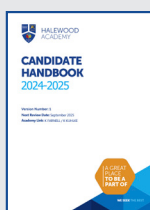
Sources: <https://about.instagram.com/blog/announcements/introducing-family-center-and-supervision-tools> | <https://about.instagram.com/en-us/blog/introducing-reels-and-shop-tabs>

# YEAR 11 EXAMINATIONS TIMETABLE SUMMER 2025



HALEWOOD  
ACADEMY

Morning			Date	Afternoon		
Code	Subject	Dur		Code	Subject	Dur
BHS03	BTEC Health & Wellbeing	2h	Tuesday 6th May			
			Wednesday 7th May			
1TU0 1F/H	Turkish Listening & Reading	35m/45m 50m/1h5m	Thursday 8th May			
8261/W	GCSE Drama	1h45m	Friday 9th May			
C720U10-1	GCSE English Lit P1	2h	Monday 12th May	J277/01	Computer Science P1	1h30m
1RB0 1A	GCSE Religious Studies	1h45m	Tuesday 13th May	8461 1F/H	GCSE Biology P1	1h45m
8035/1	GCSE Geography P1	1h30m	Wednesday 14th May	8464/B/1F/H	Combined Science Biology P1	1h15m
1MA1 1F/H	GCSE Math P1 (Non Calc)	1h30m	Thursday 15th May	R184	Sport Studies	1h15m
8145/1	GCSE History P1 (81451AD-1h, 81451BB-1h)	2h	Friday 16th May	NCFE	L2 Tech Award Business & Enterprise	1h30m
8462/1/FH	GCSE Chemistry P1	1h45m	Monday 19th May	J587/01	GCSE PE P1	1h
8464/C/1/FH	GCSE Comb Sci. Chemistry P1	1h15m				
C720U20-1	GCSE English Lit P2	2h30m	Tuesday 20th May	J277/02	Computer Science P2	1h30m
			Wednesday 21st May	1RB02B	GCSE Religious Studies P1	1h45m
8463/1/FH	GCSE Physics P1	1h45m	Thursday 22nd May	R180	Sport Science	1h15m
8464/P/1FH	GCSE Combined Sci. Physics P1	1h45m		1AA0 1F/H	Arabic Listening & Reading F/H	35m/45m 50m/1h5m
				1TU0 4H	Turkish Writing H	1h25m
C700U10-1	GCSE English Language P1	1h45m	Friday 23rd May			
1ST0 1F/H	GCSE Statistics H	1h30m	Monday 2nd June			
1AA0 4H	Arabic Writing F/H	1h20m 1h25m	Tuesday 3rd June	8668L/R/H	Polish Listening & Reading H	45m/1h
1MA1 2FH	GCSE Maths P2 (calc)	1h30m	Wednesday 4th June			
8145/02	GCSE History P2 (81452AA-1h, 81452BC-1h)	2h	Thursday 5th June			
C700U20-1	GCSE English Language P2	2h	Friday 6th June	8035/2	GCSE Geography P2	1h30m



For the latest candidate information  
please follow the link or QR code for the  
**Halewood Academy Candidate  
Handbook 2024-2025**





# YEAR 11 EXAMINATIONS TIMETABLE SUMMER 2025

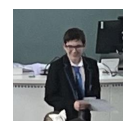
HALEWOOD  
ACADEMY

8464/ 2 F/H	GCSE Biology P2	1h45m	Monday 9 <sup>th</sup> June	J587/02	GCSE PE P2	1h
8464 /B/2F/H	GCSE Comb Sci Tril Biology P2	1h 15m				
C810U20/BO-1	GCSE Spanish Listening	35/45m	Tuesday 10 <sup>th</sup> June			
C810U30/BO-1	GCSE Spanish Reading	1h/1h15m				
NCFE	Tech Award Child Dev	1h30m				
1MA1 3F/H	GCSE Maths P3	1h30m	Wednesday 11 <sup>th</sup> June	Contingency PM		
8035/3	GCSE Geography P3	1h30m	Thursday 12 <sup>th</sup> June	5409UBO-1	Tech Award Hospitality & Catering	1h20m
8462/ 2 F/H	GCSE Chemistry P2	1h45m	Friday 13 <sup>th</sup> June	1ST02F/H	GCSE Statistics paper 2 (F/H)	1h30m
8464/C/2F/H	GCSE Comb Sci Tril Chemistry P2	1h 15m			GCSE Polish Writing (H)	1h
8463/ 2F/H	GCSE Physics P2	1h45m	Monday 16 <sup>th</sup> June	C660U30-1	Music Comp 3	1h15m
8464 / P/2F/H	GCSE Comb Sci Tril Physics P2	1h15m				
C810U40/DO	GCSE Spanish Writing (F/H)	1h15/1h30m	Tuesday 17 <sup>th</sup> June			
			Wednesday 18 <sup>th</sup> June			
			Thursday 19 <sup>th</sup> June			
			Friday 20 <sup>th</sup> June			





## DEBATE MATE CUP 2025!



### THE TEAM

- Liz L
- Lydia C
- Grace E
- Adam M
- Daniel B

### DEBATE MATE CUP SUCCESS!

On Wednesday 2<sup>nd</sup> April, Halewood Academy's debate team attended one of the most anticipated events of the year, the Debate Mate Cup at LJMU! With 10 other schools from across the city attending, the event was an amazing experience for our students who were outstanding representatives of our school. Members of staff from other schools, debate mate and the transport company commented that our pupils behaviour and manners were exemplary!

At the event, there were 3 debates, a final and a show debate. Our team managed to win **2 out of 3** of our debates but unfortunately didn't get to the final. Only pipped to the post by a Year 10 team from Cardinal Heenan with 4 years of Debate Mate experience! The motions were as follows:

- This house believes the UK should be entirely self-sufficient in energy production. **PROPOSITION. WIN!**
- This house believes that politicians should not have personal social media accounts. **OPPOSITION. WIN!**
- This house believes professional athletes should be paid the same as public sector employees. **PROPOSITION. LOSS.**

We are incredibly proud of Adam, who received a £15 Nandos voucher for the 'Most Improved Debater' across the Liverpool Secondary school league! He has shown improvement by learning to take on feedback and using this to hone his debating skills. Congratulations Adam, enjoy your cheeky Nandos!

**Well done to our debate team students! We are incredibly proud of the bright, well-rounded young people that we are lucky to have at Halewood Academy.**



# Warning to candidates



 Questions matter <b>AQA</b>	 <b>City &amp; Guilds</b>	 Rewarding Learning <b>CCEA</b>	 Oxford Cambridge and RSA <b>OCR</b>	 <b>Pearson</b>	 <b>WJEC</b>
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**1**

You **must** be on time for all your examinations.

**2**

**Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.

**3**

You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.

**4**

You **must** follow the instructions of the invigilator.

**5**

You **must not** sit an examination in the name of another candidate.

**6**

You **must not** become involved in any unfair or dishonest practice in any part of the examination.

**7**

If you are confused about anything, only speak to an invigilator.

**The *Warning to candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.**








# On your exam day

This checklist will help you to be as prepared as possible for your exams so that you can focus on doing your best on the day.

## Before sitting your exams, ensure you know:

- ☐ the date, time and location of each of your exams. You might find it helpful to write this information in a calendar or planner.
- ☐ who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam.


## What you will need:

- ☐ a clear pencil case 
- ☐ at least two black ink pens – blue pens are **not acceptable** 
- ☐ an approved calculator for relevant exams 
- ☐ appropriate apparatus such as a ruler or protractor for relevant exams 
- ☐ a clear water bottle if you wish to take one in – it **must not** have a label 

## Contingency sessions:

- ☐ There are contingency sessions within the Summer 2025 exam timetable – the afternoon of 11 June 2025 and the morning and afternoon of 25 June 2025. Make sure you are available on all three dates even if you do not have an exam.

## What you cannot take into exams:

- ☐ any type of phone
  - ☐ revision notes
  - ☐ any type of watch (this includes analogue, digital and smart watches)
- 

## Other important information:

- ☐ Listen carefully to the invigilator's instructions which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator to respond.
- ☐ Fill in your details on the front of your answer booklet.
- ☐ If you need additional answer sheets, raise your hand and wait for an invigilator who will provide you with one. Remember to add your details to this booklet.
- ☐ If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator who will escort you from the exam room.
- ☐ Remember to stay silent – talking to a fellow candidate could result in disqualification from all your exams.

If you have any questions about your exams, please ask your teacher or exams officer.



You can also find useful information about preparing for exams at [www.jcq.org.uk/exams-office/information-for-candidates-documents](http://www.jcq.org.uk/exams-office/information-for-candidates-documents)



# AI and Assessments

## A quick guide for students



### What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



### How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

**THIS IS CHEATING!**



### How do I make sure I don't misuse AI?



#### 1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

#### 2 Reference reference reference!

If you're allowed to use AI tools, you must reference them clearly

- Name the AI tool you used
- Add the date you generated the content
- Explain how you used it
- Save a screenshot of the questions you asked and the answers you got

#### 3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references



### What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

**DON'T RISK IT!**



**REMEMBER**  
Misusing AI is cheating!  
Know the rules  
Talk to your teachers  
Reference clearly





AQA

City &amp; Guilds

CCEA

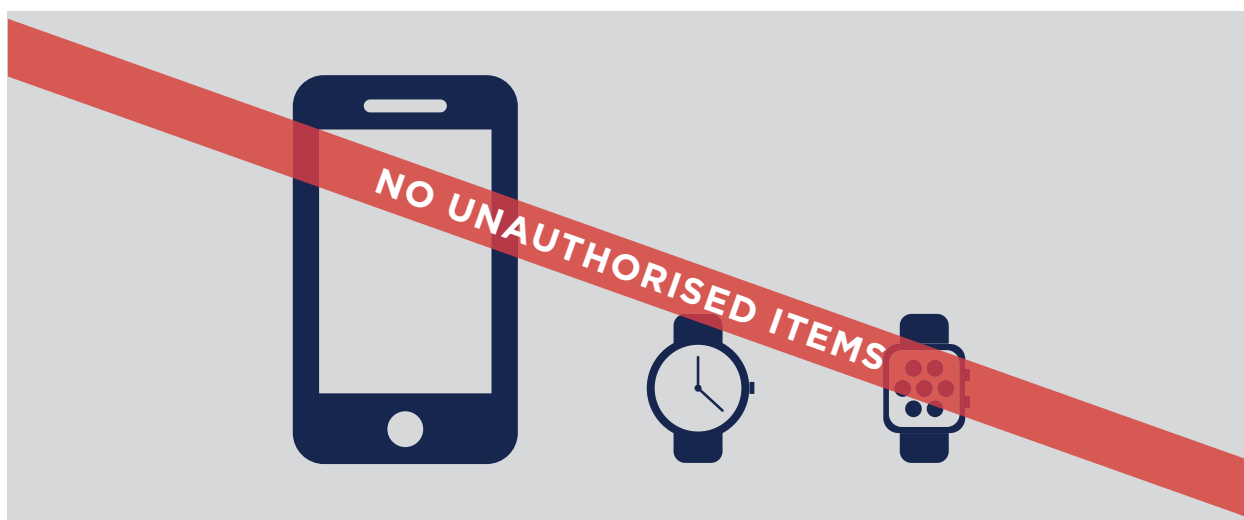
OCR

Pearson

WJEC

# NO MOBILE PHONES NO WATCHES

## NO POTENTIAL TECHNOLOGICAL/WEB ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone or any watch, is a serious offence and could result in

# DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.



**Mersey Care**  
NHS Foundation Trust

# High school immunisation pack

## Year 8 and year 9



## Year 8 - Human papilloma virus (HPV)

### What is HPV?

The HPV virus increases the risk of developing some cancers such as:

- Cervical cancer
- Penile cancer
- Some mouth and throat cancers
- Some cancers of the anus and genital areas.

Genital HPV viruses are transmitted by sexual contact with an infected individual, primarily through sexual intercourse.

HPV lives on the skin in and around the whole genital area, so using condoms does not provide complete protection from HPV.

### Having the HPV vaccine

All children aged 12 to 13 (school year 8) are offered the HPV vaccine. The vaccine is given in the upper arm. If you miss getting this, the HPV vaccine is available for free on the NHS for all girls under 25 and boys born after 1 September 2006.

Contact your school vaccination team or GP surgery if you or your child were eligible for the HPV vaccine but did not get vaccinated.

### Do these vaccines hurt and what are the possible side effects?

It's like a sting. You may get soreness and some redness and swelling in your arm after the injection – you may also get a headache, but these symptoms should disappear after one or two days.

The most common adverse reaction observed after HPV vaccine administration is mild to moderate short lasting pain at the injection site. An immediate localised stinging sensation has also been reported. Redness has also been reported at the injection site. Other reactions commonly reported are headache, myalgia, fatigue, and low grade fever.

### Is the vaccine safe?

HPV national vaccination programme was introduced in 2008 to protect secondary school Year 8 girls (aged 12 to 13 years old) Due to the success rate the campaign was then extended and offered to year 8 boys in September 2019. It's used in over 80 countries including the US, Australia, Canada, and most of Western Europe.



## **Year 9 - MENACWY vaccine and adolescent three in one booster**

### **What is MEN ACWY?**

Meningococcal disease is rare but life threatening disease caused by meningococcal bacteria. It is very serious and requires urgent hospital treatment. It can lead to life changing disabilities such as amputations, hearing loss, brain damage and scars. Teenagers and young adults are in one of the highest risk groups for this disease. Meningococcal disease can cause both meningitis and septicaemia. Meningitis is when bacteria reach the meninges (the lining around the brain and spinal cord) and cause dangerous swelling. Septicaemia is when bacteria enter the bloodstream and cause blood poisoning which can trigger sepsis. Sepsis is an overwhelming and life threatening immune response to any infection and can lead to tissue damage, organ failure and death.

### **What causes meningococcal disease?**

Meningococcal disease is caused by different groups of meningococcal bacteria. In the UK it is almost always caused by one of four meningococcal groups commonly known as MenB, MenC, MenW or MenY. These can be prevented with vaccines. MenA disease is rare in the UK but can also be prevented by the adolescent three in one booster.

### **Adolsecent three in one booster**

The three in one teenage booster is offered to young people in year 9 and boosts protection against tetanus, diphtheria and polio. This vaccine is usually given same day as MENACWY vaccine. One in each upper arm.

### **What is Diptheria?**

Diphtheria is a highly contagious bacterial infection. It's spread by coughs and sneezes, or through close contact with someone who is infected. You can also get it by sharing items, such as cups, cutlery, clothing or bedding, with an infected

person. Diphtheria can be a serious illness and sometimes fatal, especially in children, if it's not treated quickly. Vaccination can prevent it.

### **What is Polio?**

Polio is a serious infection that's now very rare because of the vaccination programme. Your chance of getting polio in the UK is extremely low. This is because most people are fully vaccinated. Polio was eradicated in Europe in 2003.

Polio can affect the brain and nerves, such as weakness in your muscles (paralysis), usually in the legs. If the paralysis affects the muscles used for breathing, it can be life threatening. Polio usually spreads through contact with the poo of an infected person. For example, from not washing your hands properly and putting them in your mouth, or from contaminated food or water. It can also spread through coughs or sneezes.

### **What is Tetanus?**

Tetanus is a serious but rare condition caused by bacteria getting into a wound. Tetanus bacteria can survive for a long time outside the body and are commonly found in soil and the manure of animals such as horses and cows.

If the bacteria enter the body through a wound they can quickly multiply and release a toxin that affects the nerves, causing symptoms such as muscle stiffness and spasms.

### **Do these vaccines hurt and what are the possible side effects?**

It's like a sting. You may get soreness and some redness and swelling in your arm after the injection – you may also get a headache, but these symptoms should disappear after one or two days. The most common adverse reaction observed after MenACWY 3 in booster vaccine administration is mild to moderate short lasting pain at the injection site. An immediate localised stinging sensation has also been reported. Redness has also been reported at the injection site. Other reactions

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commonly reported are headache, myalgia, fatigue, and low grade fever.

### **Is the vaccine safe?**

In 2015 the routine MenC vaccine was replaced by Men ACWY to help against other strains of meningococcal. The vaccines has been used for many years across the world and has an excellent safety record. Serious side effects from the vaccine are rare.

### **MMR**

The measles, mumps and rubella (MMR) vaccine is also offered as a catch up programme to young people if they have missed any doses when they were younger.

## **Having the vaccination**

### **Who decides whether a young person receives a vaccination?**

Parents or guardians with parental responsibility make this decision. It is therefore worth reminding parents of the importance of completing the consent form they are sent ahead of the scheduled vaccination sessions.

Some older children may be sufficiently mature to provide their own consent if their parents have not returned a consent form and they express a wish to have a vaccine on the day of the session. The immunisation team will speak to the young person and will be responsible for assessing the appropriateness of administering the vaccine. This will include making every effort to contact the parent to seek their verbal consent and/or an assessment of the individual child's capacity to self consent, where appropriate.

**How to consent/decline**

You will receive a link from school closer to when your child is due their vaccinations. Please complete even if your decision is not to vaccinate, to prevent further correspondence from the Immunisation team.

If you would like to discuss these vaccines, require a translator, more information or support completing the consent form, please call your local immunisation team:

**Liverpool School Immunisation Team**

0151 295 3833

[mcn-tr.vacandimms.team@nhs.net](mailto:mcn-tr.vacandimms.team@nhs.net)

**Knowsley School Immunisation Team**

0151 351 8805

[mcn-tr.knowsleyimmunisationteam@nhs.net](mailto:mcn-tr.knowsleyimmunisationteam@nhs.net)

**Sefton School Immunisation Team**

0151 247 6130

[mcn-tr.seftonimmunisationteam@nhs.net](mailto:mcn-tr.seftonimmunisationteam@nhs.net)

**St Helens School Immunisation Team**

0174 441 5645

[mcn-tr.immssth@nhs.net](mailto:mcn-tr.immssth@nhs.net)

**Consent form - <https://econsent.merseycare.nhs.uk/> (to give consent or decline).**

For further information, please visit:

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## Our patients matter

Mersey Care NHS Foundation Trust listens and responds to patients and their carers to help improve the services we deliver. If you have any comments, compliments or concerns you can speak with a member of staff or contact our Patient Advice and Liaison Service (PALS) and Complaints Team.

Phone: 0151 471 2377

Freephone: 0800 328 2941

Email: [palsandcomplaints@merseycare.nhs.uk](mailto:palsandcomplaints@merseycare.nhs.uk)

To request this leaflet in an alternative format or language, please speak to a member of staff.

Mersey Care NHS Foundation Trust  
V7 Building  
Kings Business Park  
Prescot  
Merseyside  
L34 1PJ



# Meaningful May 2025

MONDAY



5 Let someone know how much they mean to you and why

12 Listen to a favourite piece of music and remember what it means to you

19 Reflect on what makes you feel valued and purposeful



26 Remember an event in your life that was really meaningful

TUESDAY



6 Look for people doing good and reasons to be cheerful

13 Find out about the values or traditions of another culture

20 Share photos of 3 things you find meaningful or memorable

27 Focus on how your actions make a difference for others

WEDNESDAY



7 Make a list of what matters most to you and why

14 Get outside and notice the beauty in nature

21 Look up at the sky. Remember we are all part of something bigger

28 Do something special and revisit it in your memory tonight

THURSDAY

1 Do something kind for someone you really care about

8 Set yourself a kindness mission to help others today

15 Do something to contribute to your local community

22 Find a way to help a project or charity you care about

29 Today do something to care for the natural world

FRIDAY

2 Focus on what you can do rather than what you can't do

9 What values are important to you? Find ways to use them today

16 Show your gratitude to people who are helping to make things better

23 Recall three things you've done that you are proud of

30 Share a quote you find inspiring to give others a boost

SATURDAY

3 Take a step towards an important goal, however small

10 Be grateful for the little things, even in difficult times

17 Find a way to make what you do today meaningful

24 Make choices that have a positive impact for others today

31 Find three reasons to be hopeful about the future

SUNDAY

4 Send your friend a photo from a time you enjoyed together

11 Look around for things that bring you a sense of awe and wonder

18 Send a hand-written note to someone you care about

25 Ask someone else what matters most to them and why

ACTION FOR HAPPINESS

Happier · Kinder · Together

