



Frewen College Newsletter

Winter Term - December 2024



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A message from the Headmaster.

As the term draws to a close, and the festive season approaches, I cannot quite believe how quickly the Autumn Term has gone.

It has been a busy term and one with much to celebrate: from welcoming new students and families to Frewen to the opening of our new Sixth Form Centre.

The term has also seen external examinations take place, as well as internal Mock exams in preparation for GCSE; both sets of exams have showcased Frewen students at their best, with all showing determination, motivation and perseverance.

The students have also been involved in various sporting events, approaching them with determination, humility and kindness in equal part; qualities that make me extremely proud of all of them.

Our Sixth Form students started the second half of this term in their new Sixth Form Centre, providing dedicated Sixth Form classrooms, study facilities a common room, a kitchen, and a dedicated outside space. The second phase will focus on external areas outside environment in preparation for spring and the summer months ahead.

Opportunities for offsite learning have been abundant this term, from team building days at Rye Water Sports to theatre visits for our GCSE students; my thanks to staff for organising these trips and events and to our students for representing Frewen so well.

Our school community has come together to celebrate all of the achievements across the term, culminating in the final count of the reward tokens, with a 'non-uniform' day reward (as voted for by the students) winning the race!

Our festive events have been a huge success, from the Sixth Form dinner, through to the Upper School Christmas Music Show, highlighting the hugely talented students we have here at Frewen!

Our Prep School and Lower School Carol Service drew the term to a close and reminded us all of the true meaning of Christmas.

As my first term at Frewen comes to an end, I would like to thank the whole school community for the warmth of welcome I have received and to wish you all a very Happy Christmas.

With best wishes,

Mark Loveday



Occupational Therapy/Student Support

By Lucy Tait

Lucy (OT) and Margo (Student Support) run a twice weekly lunchtime group (Monday and Thursday). The aim of this group is to enhance students' well-being by providing new and exciting opportunities for the students to get creative.



When the weather was warmer, we went on woodland walks and explored the meadow and parkland. However, since the wet and windy weather, the last few weeks have been indoors where the students have enjoyed playing with air-drying clay, kinetic sand and making bracelets, Christmas cards and decorations - and generally getting messy and covered in glitter!



This safe and supportive space provides opportunities for sensory integration, fine and gross motor development, but most of all just a chance to catch up with one another.



A Big Thankyou to Mrs Read for her generous donation of glass and ceramic beads



Occupational Therapy/ Physiotherapy by Valerie Wood



In some of the student's Therapy sessions, we have been exploring the use of an Oximeter to measure their blood oxygen levels and heart rates.

An Oximeter is a device that emits light that passes through the fingernail, skin, tissue, and blood to a sensor on the other side. The results are displayed. The students record their resting level/percentage of blood oxygen and their heart rate before, during and after being active and then learn which strategies help them get back to a 'resting/just right state for learning on a digital screen at the front, which responds to changes in real time.



	Resting	Activity	Resting
HR Heart Rate	74	103	73
O ₂ oxygen level (blood)	98	98	99



There were some very interesting differences in the students readings!

Some actually had very low oxygen levels when resting and activity brought this up. Or that the activity reduced, rather than improved, their oxygen levels.

The Oximeter, and being shown how to take their own pulse at their wrists, has provided a multi sensory learning tool for the students to visually monitor/feel/understand the effects of both movement and rest on their alertness and attention levels.

We then relate this back to teaching them about self regulation strategies in the classroom and at home.

This is being linked to them learning the 'Anywhere Body Breaks' suggestions being rolled out into classrooms to help manage alertness levels at a 'just right' level for the task at hand.



Sixth Form

by Jo Hambleton

Getting to know Us

This term we are getting to know our new Sixth form TA , Sallyann, and one of our Year 13 student's, Jake, and hearing about the course he is studying.

Staff Name :	Sallyann Sayer
How long have you worked at Frewen?	6 days
What was your favourite subject and school and why?	Home Economics as I have always like to cook and bake.
What element of working in Sixth Form do you like the most?	I enjoy the variety of working between the two sites
Describe Bexhill college in 3 words?	Very, very, big!
What course do you enjoy supporting in most?	At the moment it would be Art.
Glass half full or glass half empty ?	Half full.
Summer or winter ?	Summer.
Films or books?	Books.
Sauce on the side or sauce on top?	On the side.
Zombies or vampires ?	Vampires.
Crisps or chocolate?	Chocolate, but I love crisps too!!



Student Name :	Jake Martin
Course?	RHS Level 2 Principles of Plant growth & development.
What does your course involve?	Composes of 8 Modules, within each module there are lessons to complete.
Favourite element?	Watching the lesson videos
What makes Frewen Sixth Form so great?	The thing that makes Frewen Sixth Form so great is the support that's offered.
Glass half full or glass half empty ?	Half full.
Summer or winter ?	Summer.
Films or books?	Films.
Sauce on the side or sauce on top?	On the side.
Zombies or vampires ?	Vampires.
Crisps or chocolate?	Crisps, especially marmite flavour!



Sixth Form

by Jo Hambleton

New Study Centre

Students and staff have settled into the new Sixth Form Study Centre on the wilderness site. The new classrooms and study support area has been a lovely space for students to complete their assignments.

Work has been happening on developing the outside area ready for spring, this outdoor space will have a large patio area, ample seating and robust planting. We can't wait for the weather to improve and be able to use this space.

Sixth Form Christmas Dinner



Sixth Form

by Jo Hambleton



Church Christmas Tree Decorating



The Sixth Form students are excited to be involved in the Christmas Tree Festival which is happening at St. Mary's Church in Northiam. Students have started creating their unique decorations, each bauble will represent the course studied by each of our Sixth Form students.

These were on display from Friday 29th November until Sunday 1st December.



Wreath Making

The Sixth Form continued our Christmas excitement by creating Christmas Wreaths with the SaLT team. The wreaths they made are being sold by the student's at the coffee morning, in the village hall as part of the communication group.



Science

by Scott Wassell

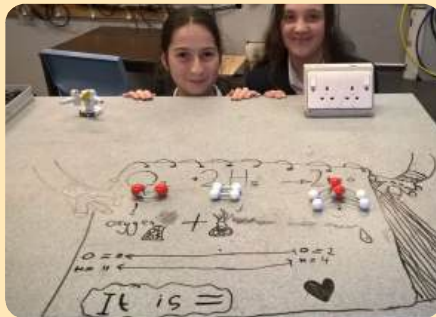


Seasons greetings from the Science department at Frewen College.

The Year 7's have been looking at the role of muscles recently. We then dissected a chicken wing to find muscles, tendons, ligaments and cartilage.



The Year 8's got creative with the desks during their lesson exploring atoms during chemical reactions.



This term we have also looked at the structure and role of DNA; the below pictures show us extracting DNA from strawberries.



Year 10 have been looking at the real fundamentals of chemistry in the form of atomic structure and how atoms bond, (a very large but important part of their chemistry GCSE.)

The Year 11's have had their first chance of understanding what exams are like during their recent mocks, giving us the chance to really start looking at exam technique.

Speech & Language Therapy

by Amanda Smith & Lisa York

This term some of the students have been working together to create decorations for the Speech and Language Therapy tree that is in the auditorium.

We have looked at positive vocabulary and the students have been supported to use the target words to formulate positive messages and compliments for the school community.



A small group of students who are supported to run the school reward shop visited the local coffee morning at Northiam Village Hall.



They were supported to sell the “seeds of joy” advent calendar that the students had made by collecting seeds from Frewen’s grounds and formulating positive messages.

This was a brilliant opportunity for the students to practise their functional language skills in a new setting with unfamiliar people, with the support of Mrs Smith and Mrs York. They did a brilliant job!



PE by Jo Hambleton

Cold Weather Reminders

As the weather is turning cold and wet please can I remind students to come prepared to PE/games lessons with enough warm layers and appropriate footwear.

I am more than happy for students to wear base layers, thermals, gloves and hats. Students should be wearing trousers and at least be wearing a jumper.

If you don't have the Frewen PE kit, any unbranded navy sportswear is fine.



Gum Shield - January

Finally, in January we will be moving onto Hockey and all students will need a gum shield for their PE lessons (Y7-9). This is to ensure all students are kept safe whilst using Hockey sticks.

These can be easily purchased on websites such as Amazon or Sport Direct.



Brighton and Hove Albion Football Success- KS3

Well done to our Year 7/8 boys on representing Frewen at Brighton and Hove Albion Inclusive Indoor Football Tournament.

They may not have won the tournament but showed great sportsmanship and resilience in reaching the semi-finals, only to be beaten 1-0!

They were the youngest there; but like David, we battled hard against the Goliath teams!



Maths and ICT Department

by Marianne O'Connor

Solution to puzzle number 4

Puzzle number 5

In what number parking spot is the car parked?

Solution in the next newsletter.

Maths News

Maths and ICT Department

by Marianne O'Connor

Maths News

Year 11 students have completed their maths mock exam and we are very pleased with the way they conducted themselves through a long two and a half-hour exam. Overall, the results are pleasing and we now turn our efforts to 'plugging the gaps' ready for the real exams.

Years 7 to 10 have also been learning many new skills and will complete an end of term assessment this week so they can showcase all they have learnt since September.

A fantastic effort by all our students – well done.

ICT News

It has been another busy term in ICT with the Year 11s getting hands on to sanitise and maintain a range of mobile devices as part of their Digital Skills course. Previous units have focused on graphic design, so this more practical unit has provided a nice change.



Meanwhile the Year 8s have been creating an interactive 12 Days of Christmas multimedia product.

They have worked hard incorporating graphics (which they have edited themselves using Affinity Designer), transitions, animations and sound.

They particularly enjoyed recording and editing sound in Audacity and had excellent results.



Recording sound using Audacity.



Mrs O'Connor, Mrs Claasen, Mr Torres and Mr Booth would like to wish everyone a very happy and restful Christmas break and are looking forward to the students returning fresh and ready to learn in the New Year.



Design & Technology

by Marea Saunders

DT GCSE

The Design and Technology GCSE aims to prepare students to participate in an increasingly technological world. Students gain an in-depth understanding of Design and Technology, including the historical, social, cultural, environmental and economic factors behind it.

Students spend a lot of time considering our impact on the environment as both designers and consumers. In the recent Year 11 Mock Exam students were asked to 'Discuss how designers can minimise the environmental impact of materials when developing new and emerging technologies'. Here is a comprehensive discussion on this from one of our students.

There are lots of ways that designers can minimise the environmental impact of materials when you are developing new technologies. Firstly, you can choose some environmentally friendly material. These can be renewable materials like wood for the casing of some laptops and other devices instead of metal or plastic. You could use recyclable materials so that there is not waste and can be used for other things when thrown away or you can use materials which are easy to fix or replace so that it does not need to be thrown or disregarded but fixed and eventually handed down to a family or donated to charity, falling into someone else hands.

New and Emerging technologies are often made using resources/materials that are not renewable and often gathered or mined through non-environmentally friendly ways often using machines that produce lots of carbon dioxide into the air such as diggers, load lifters and lots of others that contribute to the carbon foot print between non-finite and finite materials and think about how the impact of chosen materials will affect the environment.

Sam Evans Year 11



Drama

by Claire Jackson



First, a massive thank you to our fantastic site team Aaron, Andy and Ben who worked so hard to create our wonderful new black box drama studio, which we moved into at the beginning of this half term. The students have really enjoyed working in the space evidenced by the quality of the work they've been producing.

Our Year 7's have been learning Pantomime skills such as the ghost gag, understanding the physical and vocal differences between a villain and a hero, as well as devising their own mini pantos. There has been a lot of hilarity and yelling, 'it's behind you! I look forward to seeing them take part in next year's School Christmas Show.



The Year 8's have been developing their skill set by delving into the complexities of the mysterious Darkwood Manor which can't be sold due to a number of terrible rumours. They have devised a multitude of characters from the village of Darkwood, used physical theatre skills to create some very eerie statues and devised their own short dramas based around their 'hot seating' of a ghost they meet in the Manor.



Drama

by Claire Jackson



Year 9 have been studying the complex themes in the play *Noughts and Crosses*, adapted by Dominic Cooke from Majorie Blackmans novel. They have used a range of rehearsal strategies to explore how they can stage scenes such as a school protest using the plays Story Theatre style of symbolism and direct address as well as researching the historical events and context that inspired the writing of the novel.



Our Year 11's have been working hard rehearsing and performing their assessment monologues. This year the students have chosen a broad range of play styles such as *The Crucible* by Arthur Millar, based on the Salem Witch trials. The explosive play, *Girls Like that* by Evan Placey that explores the pressures on young women from history up to today. And finally, *Cookies* by Emily Jenkins, a verbatim play which is inspired by the true online stories of seven different teenagers dealing with cyber bullying, radicalisation and their digital world.

Bushcraft

by Debbie Hurford-Jones

The students in all years have been working towards their Bushcraft Ranger awards by making a selection of items out of harvested wood such as tent pegs, pot stands, feather sticks and mallets. They have also been busy learning about different accelerants to make fire lighting more efficient and faster. They have tried different methods and are now starting to explore different fire lays. It has been fantastic to have the canopy area permanently set up and it provides a great outdoor learning space, come rain or shine!



English

by Rebecca Lowe

It's been another exciting term in the English Department with a number of new initiatives. Below are just a few of the highlights.

'An Inspector Calls'



In November, in preparation for the English literature GCSE, Year 11 went to see Stephen Daldry's multi award-winning, National Theatre production of **'An Inspector Calls'** at the Congress Theatre in Eastbourne.

The students behaved impeccably and were, once again, excellent ambassadors for Frewen College.



'An Inspector Calls', by J B Priestley, is a play that revolves around the apparent suicide of a young woman called Eva Smith. In the play, the unsuspecting Birling family are visited by the mysterious Inspector Goole. He arrives just as they are celebrating the engagement of Sheila Birling to Gerald Croft.

The Inspector reveals that a girl called Eva Smith, has taken her own life by drinking disinfectant. The family are horrified but initially confused as to why the Inspector has called to see them. What follows is a tense and uncomfortable investigation by an all-knowing Inspector through which the family discover that they are all, in fact, caught up in this poor girl's death.

Priestley uses dramatic irony to great effect in the play. 'An Inspector Calls' was first performed in 1945 at a time of great change, both World Wars were fresh in the minds of the public, women had become more prominent in the workplace, and it was possible to be class mobile. The play, however, is set in 1912. This means

that the characters have no knowledge of these world events. Priestley uses this to make important points about society and responsibility.

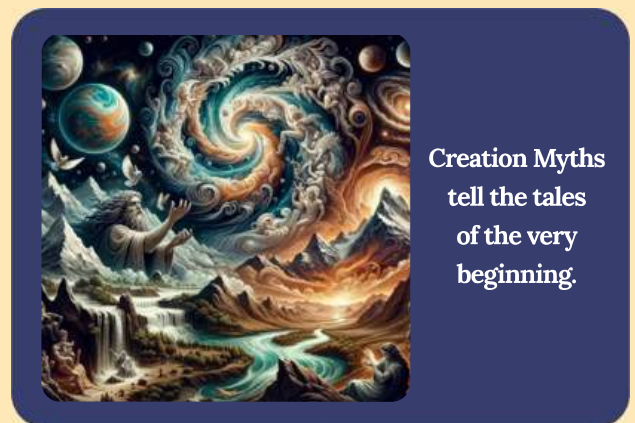
In the literature exam, students are assessed on their ability to recognise theatrical elements such as stage directions, so the opportunity to experience a performance can make a huge difference to the overall understanding of the text.

Myths and Legends

Since half term, students in Year 8 have been exploring myths and legends. They have examined the difference between myth and legend, the origins of storytelling and the importance of oracy. More recently, they have been learning about the ingredients of myths and have created their own. This unit of work has allowed us to celebrate our multi-cultural community at Frewen College.

The students initially explored different creation myths, also known as cosmogonic myths. These are symbolic stories that explain how the world and life began.

One of the first things a culture does to express itself is through their belief of how we, and the land we stand on, was created. Creation myths closely relate to a people and to the things they care about and worship. They diverge significantly from each other, depicting diverse ideas about creation and the nature of the earth.



Creation Myths tell the tales of the very beginning.

English

by Rebecca Lowe

Myths and Legends



Oduduwa is a key character in Yoruba Mythology



Tobi Adebayo researched and shared with us a version of the Yoruba Creation Myth. With drunken trickster Gods and powerful beings, it was a fascinating contrast with the more familiar European myths.



The sea serpent Jörmungandr in Norse Mythology

We were also lucky enough to have a fluent Norwegian speaker in the class, who was able to confidently pronounce the difficult names in Norse mythology. Mackenzie Seymour has studied these myths previously whilst still at school in Norway. How would you pronounce Jörmungandr?

Help in Handwriting



Amongst this term's new initiatives has been a focus on handwriting. In collaboration with our OT department, and as part of the wider school literacy programme, we will be rolling out our new handwriting checklists after the Christmas break.

This dyslexic friendly tool has been trialled with students in Years 7 and 8 where we have created actions to accompany the various checks. This holistic, multi-sensory approach is proving not only to be engaging learning but a mnemonical strategy to help improve handwriting.



Ethan and Otis demonstrate the difference between good and bad posture



Holistic Learning: picture prompts and their associated actions

Spelling Games

Louis and Vinnie play Pelmanism.

It is needless to say that spelling is likely to be a challenge for a dyslexic person, but at Frewen College, we have a wide array of tools to help our students. Alongside our weekly check ins, phonics programmes and our technology-based aids, we always try to make the learning fun, and spelling games are a great way of achieving this. They can also boost confidence.



As they engage with the game, students become more comfortable with the words they need to spell, and their spelling ability improves. Overlearning means students are more likely to remember the words in the future but, perhaps most importantly, it helps students realise that learning can take many forms.

English

by Rebecca Lowe

GCSE English

We use the Eduqas exam boards for both GCSE English language and literature. Links to the websites, with loads of useful resources, can be found here:

[GCSE English Language | Eduqas](#)

[GCSE English Literature | Eduqas](#)

Looking Ahead

LAMDA Lift Off

After the Christmas holiday, we will be launching our annual LAMDA Public Speaking qualifications, and it would be really helpful if students could choose their discussion topics over the break. Year 7 need to choose a book to discuss, Year 8 a trip or visit, Year 9 an object and Year 10 a hobby.

LAMDA

LAMDA stands for the London Academy for Music and Dramatic Art and over the years has become a tried and tested part of the English curriculum.

Students in Years 10 and 11 who are studying the English literature GCSE are invited on a trip to see 'Macbeth' at the Assembly Rooms in Tunbridge Wells. The trip will take place on Thursday 6th March.

This full-scale production by the National Production company contains ghostly apparitions and spectacular sword fights.

As ever, if you have any questions about English, please do not hesitate to get in touch and may we take this opportunity to wish you all a very happy Christmas break.



Bonfire Night

We have a few snaps of the wonderful firework display, and would like to take this opportunity to say thank you to Northiam Bonfire Society for the display and thank you to everyone who came along to support us.

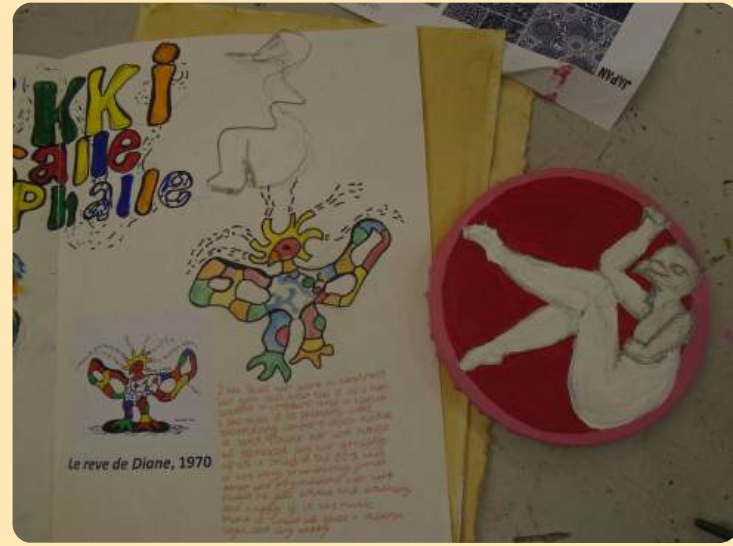
A special thank you to our catering team who provided such amazing refreshments on the night.



Art

by Duncan Sangster

Year 9's this term have been working on an independent project based on creative choice, where they choose the source material, artists, cultures and materials to work with. The focus for this project has been birds. Students have chosen an artist who have used the same theme in their work, as well as a culture that has strong links to our feathered friends. Students have been encouraged to generate original ideas using various materials and techniques, however their final piece must show the influence of their chosen artist and culture. As always, sketchbooks play a huge role in the development of their projects.



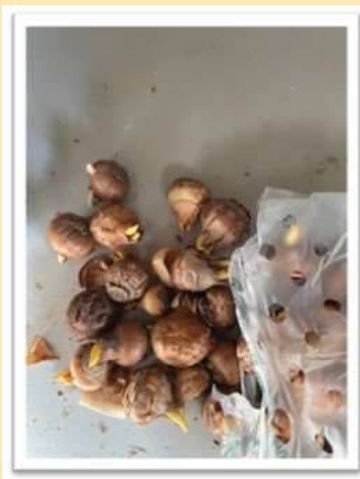
I am really proud of how they are bursting full of ideas, thoughts and experimentation. With so much freedom encouraged in this project, as you can imagine, the final outcomes are all incredibly personal, unique and really show off the student's strengths and personalities.

News from the Garden

by Daniel Le Cornu

Bulb Planting

We have been busy planting bulbs this autumn. They have been planted on the lawn opposite the main door, around the auditorium and in the courtyard under the cherry tree.



Bulbs that we have planted include crocus, fritillaria, and daffodil "tete-a-tete"

Bulbs are typically planted at 2/3 times their own depth, fritillary bulbs like to be planted deeper. We used a simple dibber to make holes and plant.

New landscaping at Sixth Form

The garden team has been landscaping the outside spaces at the new Sixth Form. We have constructed new access paths after clearing old shrubs brambles and generally overgrown plants. A seating area is also being constructed and will be ready to use in the next few weeks. A planting scheme of a cherry tree and woodland theme will be planted in Spring, using plants we have grown on site.



News from the Garden

by Daniel Le Cornu

Mulches

Mulching is one of the vital winter tasks in the garden. Mulching helps to suppress weed growth, improves the soil structure over time and makes the garden borders look good!



The above pictures show an acid / ericaceous mulch, it has been collected from the arboretum and consists of pine needles from the redwood trees. This is an ideal mulch for rhododendrons, azaleas, camellia and Japanese maple trees



Woodchips are another mulch and are ideal for pathways. It can be used around plants if it is seasoned and is not mixed in with the soil.

Propagation News

It has been a very successful Autumn for propagation from both seeds and cuttings. All these plants will be planted out across the gardens in the spring. As we can propagate our own plants it saves time and money from sourcing plants from outside suppliers, many spare plants will be sold in Spring, the sales always raise a few hundred pounds to go towards equipment. All the plants pictured have been grown from seed and include fennel, wallflowers, sweet pea, nigella, and snapdragon.



Some plants are propagated using vegetative methods, this means using stems, roots, tubers, rhizomes, corms, bulbs or leaves to take cuttings. The canna (pictured) are lifted and dried over winter and planted out in Spring. They can be divided up to produce dozens of new plants, an effective way to increase plant stocks.

Prep School

by Gerard Carlton-Blake

Prep School has had a busy term as always.

They started with a special science themed week based around the circulatory system. They learned amongst other things, the function of the heart and makeup of the blood. They 'became blood' through drama, made their own blood and some even held a heart to see exactly what it is like!



The pupils then went on a culinary voyage 'Around the world in 80 Dishes'. They have used the internet, books, maps and globes to find out some general information about some different countries as well as what foods are traditionally eaten there. Did you know that in Brazil, it is rude to touch food with bare hands? It is common for fruit to be eaten with a knife and fork. Even street food is handled with a napkin at the very least!



They have made a selection of foods themselves from scratch, including guacamole, coconut ice and gingerbread men.

In maths, Green Class have been working with fractions. They have been comparing, ordering and converting them by using the multiplication and division facts that they already know. Blue Class have also been working on their multiplication and division facts paying particular attention to 'fact families'.

In their English lessons, Green Class used the information they learned about during the topic to produce some factual leaflets about Brazil. Blue Class have written their own poems based on Laura



Mucha 'Thought Machine' and their own narrative pieces of work inspired by Michael Morpurgo's 'Coming Home'.



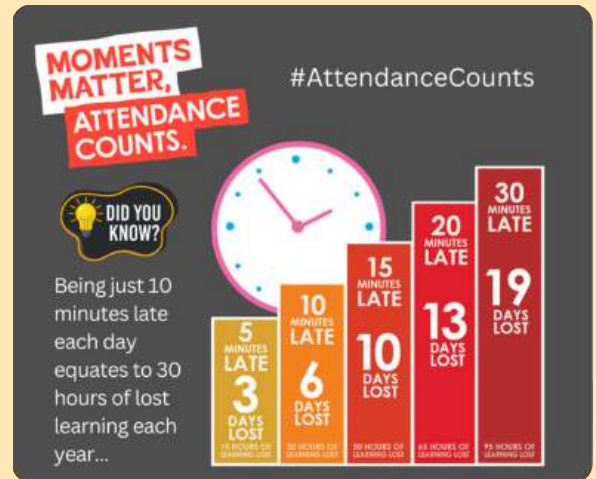
In PE and games, they have been focusing on teamwork skills, being able to find open space and giving their team-mates options in Basketball. They have been using these skills in addition to learning fundamental skills in hockey as well.

The pupils finished a wonderful term, joining Northiam School at the Christingle Service followed by a wonderful performance of the Christmas Production '12 Sleeps 'til Christmas' later the same day.



Safeguarding News

by Hazel McCalvey



Frequently asked questions about the new attendance guidelines:

Who is responsible for attendance?

We all have a responsibility to help young people attend school.

As parents, you are responsible for ensuring your child regularly attends school. If your child is unable to attend school, then please let the school know via the absence email: absence@frewencollege.co.uk

If your child is experiencing ongoing difficulties, please contact their form tutor first to discuss these.

What if my child needs time off during term time for other reasons?

We do understand that you do not always have control of circumstances and that there may be occasions when your child cannot attend school. If this is the case, we request that you write to Mr. Loveday explaining the circumstances. This will then be considered in line with the DfE guidance.

Please note that we cannot authorise holidays during term time

Frewen College is an independent school, does the Department for Education guidance apply?

Yes, from September 2024 all independent schools were included in the DfE guidance on attendance.

What if my child has a medical appointment?

If your child has a medical appointment, please email: absence@frewencollege.co.uk in advance of the appointment with a copy of the appointment letter.

We would recommend that medical appointments are arranged outside of school hours or arranged to minimise the amount of time out of school.

What if I cannot arrange a medical appointment outside of school time?

We understand that sometimes medical appointments can be difficult to obtain. We would recommend, where possible, that the timing of the appointment has the least impact on the school day.

What if I do take my child out of school for a holiday?

Taking your child out of school for a block of time will have an impact on their learning with them missing key information. It can be difficult for young people to catch up on missed learning, and we know this is particularly the case for young people with dyslexia.

For LEA funded students, the new guidance also requires us to share these absences with the Local Authority and parents could be issued with a penalty notice.

My child has a 'U' code on the register?

If your child arrives after 8.50am they will be marked as late. If your child arrives after 9.20am, the official close of register, then they will be marked as 'U' which is an unauthorised absence.

You can read further information about the new attendance guidance here: [Working together to improve school attendance](#)

SMARTPHONE SAFE

for young people

You may have been lucky enough to have unwrapped a smartphone at Christmas, or you may have been eagerly anticipating getting a new one at some point during this year. Whether it'll be a brand new phone or an upgrade on your old model, it's always useful to have a refresher about how to use your phone or adjust the settings to keep yourself – and your valuable personal info – safe and secure. Here are some expert tips to help you enjoy your smartphone in the healthiest way possible.

NEVER SHARE YOUR PASSCODE



Alongside face or fingerprint recognition, your passcode is crucial to unlocking your phone and accessing your apps and personal information. You shouldn't give it out, even to close friends – after all, you wouldn't hand them a key to your house and let them go in for a nosey around! If a friend wants to use your phone, ask them why and make sure you can see what they're doing with it.

RESPECT PARENTAL CONTROLS



If you're allowed to have a smartphone, it's because your parents or carers feel that you're mature and responsible enough to use it safely. They might set controls and boundaries on your device – not to spoil your fun but to help you avoid hazards like too much screen time or costly in-app purchases. Following these rules means you can enjoy using your phone while respecting their wishes.

TALK TO A TRUSTED ADULT



Whether it's to listen to music, play games, create content or chat with friends, using a smartphone should be fun. If you're ever feeling anxious, worried or scared about going on your phone, then something isn't right. It's important not to ignore these feelings; instead, talk to a trusted adult about what's happening and how it's making you feel.

DEVELOP HEALTHY



IGNORE UNKNOWN