Sir Robert Pattinson Academy
Sapientia et Doctrina

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Dear Parent/Carer

Curriculum Bulletin, World Book Day 2026, School Vaccinations, Extra-Curricular Clubs and Activities Timetable, Year 11 Mock Examination Results and Intervention Sessions, RP6th Conditional Offer Letters, National Careers Week, ELSA Study, Who Makes a Difference, North Kesteven District Council and Armed Forces Week - Poster Design Competition 2026

Welcome to my end of week update letter. Firstly, welcome back from what I hope was a restful half term. It has been a busy break for us at the Academy. All of the boilers and water systems have been upgraded in the science block and I had a floor knocked out near the main lift to make way for new flooring coming in from the KS3 yard. There are several important updates below:

Curriculum Bulletin

Please find attached the term 4 edition which details what your child will be learning up to the Easter holidays.

World Book Day 2026

Next Thursday 5 March, is World Book Day and, as usual, we have a variety of activities taking place around the Academy. Students can expect to encounter a range of books throughout the day, and Mrs Lakin will be ready to receive students in the library as they come to collect their entry forms for the annual book treasure hunt. All students in Years 7 and 8 have received a World Book Day voucher or book through R2L this week. Vouchers are valid until Sunday 15 March and can be used in most high street shops where books are sold, either as part payment towards a book of higher value or in exchange for one of the specially printed £1 World Book Day books. As 2026 is the Year of Reading, we are really hoping for a bumper year of eager participants in the various activities on offer!

School Vaccinations

The School Immunisations Team will be coming into the Academy to deliver vaccinations for HPV/Dual Vaccinations (Td/IPV and MenACWY)/MMR for all students, where you have provided consent for your child to receive one/all of them but they have not yet received them.

If you have not yet provided consent for your child to receive one of these vaccinations but would now like to consent, please contact the School Age Immunisation Service by contacting them on 01522 572950 or visit their website: https://www.lincolnshireimmunisations.co.uk/
Scheduled visits to the Academy are:

17 March, 19 June, and 10 July 2026.

Extra-Curricular Clubs and Activities Timetable

We have updated our available clubs and activities for this term. Please use this link to access the latest timetables: Extra-Curricular Clubs & Activities | Sir Robert Pattinson Academy.

Year 11 Mock Examination Results and Intervention Sessions

Year 11 students received their mock examination results this week. Based on these results, they have been given a personalised letter inviting them to specific targeted intervention sessions designed to strengthen their performance ahead of the summer examinations.

In addition to these targeted sessions, students are welcome to attend any whole year group intervention sessions. The full intervention timetable can be found by following this link https://srpa.co.uk/wp-content/uploads/2026/02/Y11-Intervention-Timetable-T4-2025_2026.pdf

We would be grateful if Year 11 parents/carers could take time to discuss the mock results with their child, celebrating successes and identifying areas for improvement together. Please review the intervention timetable and personalised letter with them and strongly encourage their attendance at the recommended sessions.

RP6th Conditional Offer Letters

Year 11 students who have applied to RP6th have now had their 1-1 conversations and we are posting out our first wave of conditional offer letters to those eligible candidates. There remain a small number of students who have not yet received a conditional offer from us. These students will have follow up meetings early in term 5 to review the progress of their application.

National Careers Week

Next week, we will be celebrating National Careers Week. This represents an exciting opportunity for students to explore future pathways, develop aspirations, and learn more about the world of work. Throughout the week, students will take part in a range of activities designed to broaden their understanding of careers and support their next steps. To help you stay informed and continue these conversations at home, we have included a Parent Information Attachment with key details and useful guidance.

ELSA Study

We are partnering with the University of Birmingham to support their research surrounding Type 1 Diabetes and identifying children at risk. This is open to any student between the ages of 11 and 17 and is completed through one quick finger stick blood test in school. We saw much success with this last academic year, and it allows those identified as being high risk to be caught early for preventative measures. If you are interested in learning more and taking part, please see the attached documents. Thank you for your support.

Who Makes a Difference

BBC Lincolnshire are inviting nominations for their Who Makes a Difference awards in eight categories: Volunteer, Young Hero, Great Neighbour, Active, Animal, Environment, Fundraiser and Community Group. Please find attached the poster for further voting information.

NKDC & Armed Forces Week - Poster Design Competition 2026

Please find attached the entry form for this year's Armed Forces Day design competition; we have achieved much success in this competition in the past. As it says on the form, this year's theme is: 90th Anniversary of Bomber Command. The closing date for competition entries is **Wednesday 8 April 2026** and entries can be scanned and sent to armedforces@n-kesteven.gov.uk or delivered by hand or by post to North Kesteven District Council, Kesteven Street, Sleaford, NG34 9EF, marked for the Partnerships Team. For more information about Bomber Command, please visit Discovery, Education and Remembrance | IBCC.

Winning designs will be used to promote the 2026 Armed Forces events in Sleaford.

By the time I write to you again, our Year 6 families will know who has secured a place in Year 7 at RP for entry in September. I already know this information and we will be very busy over the coming weeks preparing for transition to us in September. For early reference, our transition days are already calendared for Thursday 2 July and Friday 3 July.

These next few school weeks are crucial in every regard, but never more so than for Years 11 and 13 as examinations loom large, especially in Art, Photography and languages in the first instance. So, in the words of Leonardo Da Vinci, "Learning is the only thing the mind never exhausts, never fears and never regrets."

I will write again soon.

Yours faithfully

Mr D Hardy
Headmaster

Sir Robert Pattinson Academy

Curriculum Bulletin

2025-26

Term 4

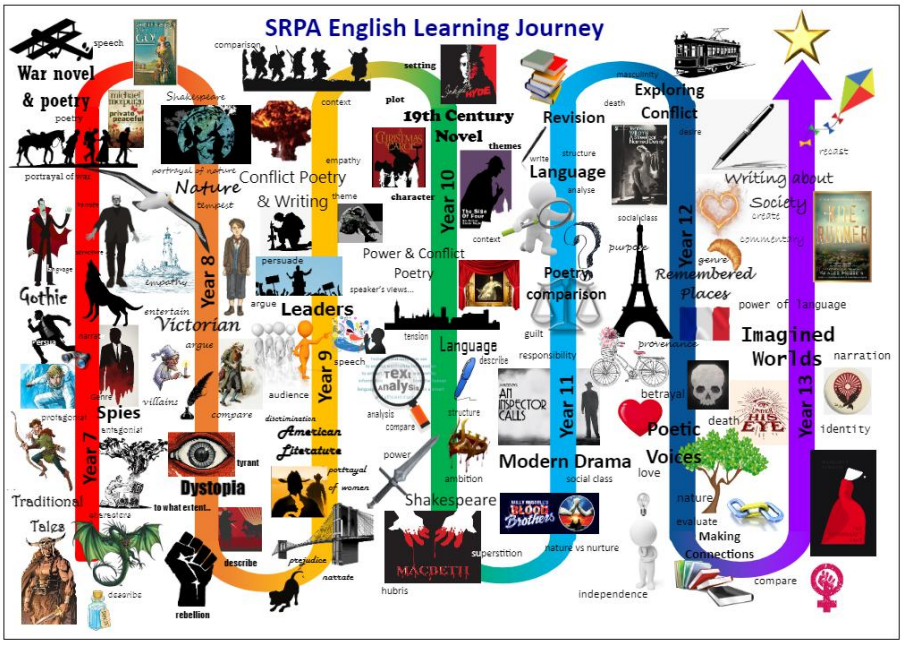
Monday 23 February 2026 to Thursday 2 April 2026

Information for parents and carers

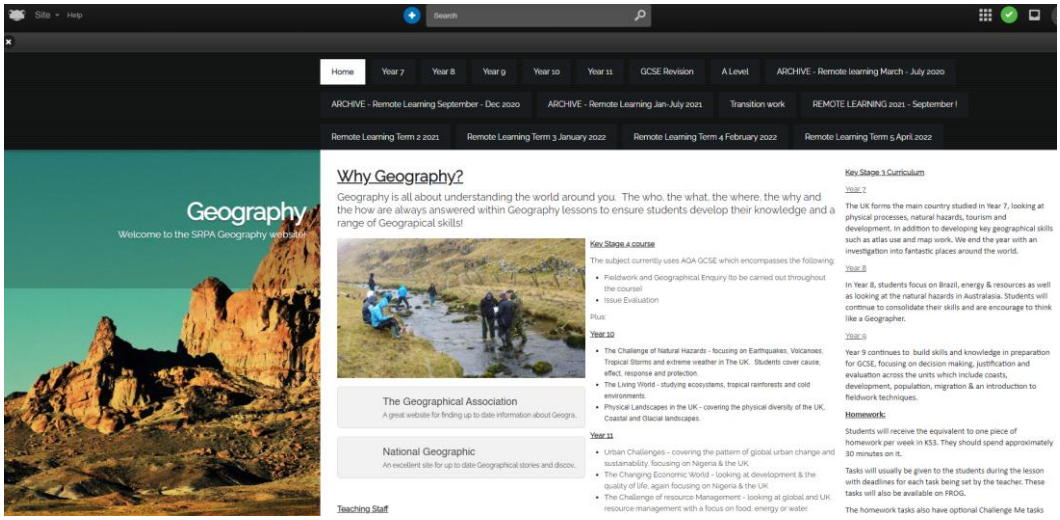
This document has been produced to give parents and carers a short summary of the topics and skills that students at Sir Robert Pattinson Academy will study during term 4 (Monday 23 February 2026 to Thursday 2 April 2026).

If you wish to find out any further information, please refer to the following resources:

- **The Subject Curriculum area of the Sir Robert Pattinson Academy website**
  https://srpa.co.uk/our-curriculum/subject-curriculum/
  Here you will find detailed information regarding the curriculum coverage in each subject area, including a Learning Journey to outline students' progression during their time at Sir Robert Pattinson Academy:



- **Subject pages on Frog**
  https://vle.srpa.co.uk/
  Students can access these pages when they login to Frog. Here they will find additional resources and links to support them with their learning:



- **Online resources**

  Students at Sir Robert Pattinson Academy have access to a wealth of high-quality online platforms to support independent learning, homework completion and to provide bespoke intervention. The table below provides a summary of each resource and gives details of login and password details, plus a named contact should additional support be required.

Resource	Details	How to access	Problem solving
Exampro Onscreen	Students have access to a range of examination questions to support learning and revision in science.	OSA Student (exampro.co.uk) Links have been shared by science teachers during lesson time. Centre number = 26148	Please contact your science teacher or Mis Burridge at EBurridge@srpa.co.uk
Frog	All subjects have a Frog page where additional resources and support can be located.	https://vle.srpa.co.uk/app/os Usernames and passwords have been shared with students via personal tutors.	There is a 'forgot password' link at the login page. Alternatively contact our IT support desk at ITSupport@srpa.co.uk
Go4Schools	Go4Schools provides students and parents with up-to-date information regarding attendance, behaviour and details of homework tasks set. It is also used to share progress reports at each tracking point. There is also a Go4Schools app that can be downloaded onto your smart phone (Android and iOS).	https://www.go4schools.com/ Parents – use the email address that you have provided SRPA as your contact information. Click on the 'first time user?' link when accessing Go4Schools for the first time.	There is a 'forgotten your password?' link at the login page. Alternatively contact Go4Schools@srpa.co.uk
Historical Association Student Zone	An online platform aimed at students from the Historical Association. It offers high-quality resources for history students from GCSE to postgraduate level. This includes; articles, copies of original source material, historical scholarship, careers guidance, and more.	https://www.history.org.uk/student Centre ID = 93839 Password = History123	Login details are displayed in History classrooms. Alternatively, contact Miss Allan at: CAllan@srpa.co.uk
Isaac Computer Science	Isaac Computer Science is an online all in one platform. It combines full learning resources for every topic at GCSE and A Level, alongside varied question levels to test students' understanding of different topic areas.	Isaac Computer Science Use your school email address and password to access this site.	There is a 'forgotten your password?' link at the login page. Alternatively contact Mr Smith at ASmith1@srpa.co.uk

Resource	Details	How to access	Problem solving
Languagenut	An online platform for French and Spanish from KS3 to A-Level, covering all of the examination skills of reading, listening, speaking and writing as well as vocabulary, grammar and sentence building. Teachers will set homework on Languagenut each week to help students to learn vocab for their next lesson as well as to enable students to consolidate what they have learned in lessons.	www.languagenut.com or download the free app. Students have been given their usernames and passwords. These should be written in planners and on termly learning logs.	French students please contact their teacher or Mrs Hughes at NHughes@srpa.co.uk Spanish students please contact their teacher or Mrs Rodgers at JRodgers@srpa.co.uk
Quizlet	Quizlet is an online platform designed to support the learning of vocabulary at Key Stage 4 in modern foreign languages.	https://quizlet.com/login Class teachers will send all students an invitation link containing the correct login details.	French students please contact their teacher or Mrs Hughes at NHughes@srpa.co.uk Spanish students please contact their teacher or Mrs Rodgers at JRodgers@srpa.co.uk
Reading Plus	This is a new resource being used to support the development of students' reading skills. It is being used in English and Performing Arts for homework for students in Year 7 to Year 9.	You will be given your username and password in your library lesson. If you are absent, please check your school email for your login details	Please contact your library class teacher or Mrs Murdoch at JMurdoch@srpa.co.uk
Sparx Maths	Sparx Maths supports students aged 11-16 with personalised, challenging and attainable homework.	https://sparxmaths.com/ Usernames and passwords have been shared with students via class teachers.	There is a 'forgotten Sparx login details?' link at the student login page. Alternatively, please contact your mathematics teacher or Mr Roberts at DRoberts@srpa.co.uk

Year 7 curriculum for term 4

Subject	Term 4 overview
English	This term students will continue and complete our study of the gothic genre, linked to the war novel *Private Peaceful*. We will consider how closely *Private Peaceful* fits into the war genre historically and stylistically and develop core writing skills to include non-fiction writing for varying purposes. Students will also continue to develop their analytical and comparison skills through careful analysis and discussion of contemporary war poetry.
Mathematics	**7R/Ma1 – 7R/Ma4 and 7P/Ma1 – 7P/Ma4** In term 4, we will continue to develop skills in algebra. This will include understanding notation, collecting like terms, expanding single brackets, substitution and function machines. We will then start a short topic where we will build upon pre-existing knowledge of fractions and decimals to learn about fractions. During this, we will learn to convert between fractions and percentages and write a quantity as a fraction/percentage of another. In the final topic of this term, we will learn how to use ratio. This will include simplifying ratios, expressing values as a ratio and dividing into ratios with both 2 and 3 parts. Towards the end of the term, we will have our Easter assessment which will cover all content learnt from September. **7R/Ma5 and 7P/Ma5** During term 4, we will begin by finishing our co-ordinates topic that we started in February before revisiting the 6, 7, 8 and 9 times tables. Students will then use this knowledge to multiply 2 or 3 digit numbers by 3 digit numbers. This will then move into students being introduced to powers, before they learn how to use the order of operations to answer problems in the correct order. The second half of the term will be the first time algebra is introduced as a concept. Students will learn how to use algebraic notation before using this to simplify algebraic expressions. This will lead into students working with function machines to be able to solve equations. Also within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March.
Science	In term 4 we will be continuing our learning on how organisms reproduce. This time, we are looking at plant reproduction, including the function of pollen, why some plants have pretty flowers, what fruit is, how insects play a vital part in ecosystems and how different plants spread their seeds in different ways. We will also explore sound in detail, including what amplitude and frequency are, what a sound wave 'looks' like and how we hear sound.
French	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about school. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise French phonics in order to pronounce words correctly. We will learn more about the French-speaking world and its traditions.
Geography	In term 4, Year 7 will continue with their topic on tropical rainforests. Pupils will then move on to look at "why the Middle East is important". Within this topic students will explore the physical and human geography of the Middle East and focus on case study examples sauch as Saudi Arabia to allow students to explore an area of the world that is changing at such great pace.

History	In term 4, Year 7 will consider the question 'Where did power lie in the Middle Ages?' Students will investigate the struggle between authority and the people though the Magna Carta, the Peasants Revolt and the Wars of the Roses. This will all be underpinned by homework based on learning and understanding key vocabulary and lots of opportunities in lessons to develop their skills as historical writers.
EFP	This term we will be learning about Sikhism and Sikh practices. We will be building on our knowledge of festivals to explore Sikhism in the UK as well as the origins of Sikhism.
Computing	This term in computing, students will be finishing work on their presentation topic. They will create a brand identity for a charity and present their work to their fellow students. They will then be introduced to spreadsheets and how they can be used to store data, perform calculations using formulae and functions as well as create graphs and charts.
Music	This term in music, students will develop skills of notation and rhythm in music. Pupils will use the keyboards to learn how to play a melody on the keyboard. Pupils will learn how to identify and perform rhythm values. They will also learn how to read notes from the treble clef.
Drama	Students will be continuing their study of the works of Roald Dahl. Throughout this unit students will be looking at different classic tales and exploring them both practically and theoretically. From Matila to Charlie and the Chocolate Factory, pupils will look at characters in detail and explore how to share these stories on the stage.
Design & Technology	This term students will develop their knowledge o metals by understating how to process ores into useful materials. Students will also continue to develop workshop practice with a variety of new tools and materials. The project aims to build on drawing skills by introducing isometric drawing and developing any sketching skills previously taught in terms 1 and 2. Alongside this, the project will explore students understanding of sustainability and what design choices mean to the lifecycle of a product.
Food Technology	This term students will explore a variety of commodities and catering concepts at a foundational level. The students will cover food groups such as fruit and veg whilst introducing them to concepts around nutrition and the Eatwell Guide. The scheme also covers how dairy products are prepared including pasteurisation, the types of milk such as long-life and gives students an introduction to sensory tasting. The scheme touches on concepts taken from L1/2 Hospitality & Catering such as commercial/non-commercial provisions and food services.
Art	This term students will develop their understanding of shape by using watercolour. The scheme builds on Unit 1, exploring how line becomes shape, linking the two formal elements clearly together. Students explore a variety of shapes, inspired by the work of Wassily Kandinsky. They will then go on to develop their use of shape by exploring the wet material of watercolour.
PE	Students will be working on a range of activities including football, rugby, basketball, fitness, handball and table tennis.
Personal Development	Students will explore how to make healthy lifestyle choices including diet, dental health, physical activity and sleep. This will include: • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • personal hygiene • how to recognise and respond to inappropriate and unwanted contact

Year 8 curriculum for term 4

Subject	Term 4 overview
English	In term 4 we will complete the *Nature* unit begun in Term 3. Firstly, we will complete reading Shakespeare's *A Midsummer Night's Dream* and watch a performance of the play. The unit concludes with some lessons which consider how the theme of nature has been explored in other forms of literature over time and finishes with a speaking and listening exercise on non-fiction the issue of animal welfare.
Mathematics	**8R/Ma1 – 8R/Ma4 and 8P/Ma1 – 8P/MaP4** During term 4 we will be looking firstly at fractions, decimals and percentages. This includes working percentages of amounts, increase and decrease by percentage and working out simple interest. We will then move onto solving equations and inequalities, which looks at solving 2-step problems and solving equations with unknowns on both sides, which is tricky. Finally, we look at calculating space, which involves area, circumference and volume. Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March. **8R/Ma5 and 8P/Ma5** Term 4 focusses on two large topics. First of all, we look at transformations, including rotations, reflections, and translations. Spatial awareness and visualisation will be key skills that are developed. The next topic of the term is our second visit of the year to algebra. Function machines, equations, and solving questions that require expanding brackets, will all be studied. Towards the end of the term students will sit their Easter assessment which will test all of the work that they have covered so far this year.
Science	We will be focusing on some chemistry and physics topics this term. In chemistry, we are looking at metals and other materials. We'll explore what happens when metals react with acids and oxygen, how we can extract useful metals from ores and investigate synthetic materials like ceramics and polymers. We will also learn about the physics of motion and pressure, including what speed is and how we can visualise it with motion graphs. We will then look at pressure in solids, liquids and gasses, with real-world links to atmospheric pressure and hydraulic systems.
French	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about school. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise French phonics in order to pronounce words correctly. We will learn more about the French-speaking world and its traditions.
Spanish	This term we will be covering the topic of healthy living, learning to talk about our eating habits, explaining why they are healthy or unhealthy as well as what we do to be healthy. We will be able to use the present tense to explore recommendations about health as they describe what you must or must not do with the modal verb "deber", alongside the "impersonal se". We will continue work on the past, present, and future tenses, as well looking at verbs in their infinitive form. In addition, we will continue to practise our Spanish phonics in order to be able to use correct pronunciation and will continue to learn about the Spanish-speaking world and its traditions.
Geography	In term 4, Year 8 geography students will continue with their study on cold environments completing this topic in the second week. Students will then move on to look at settlements and "where do our people live?" Within this topic students will understand the ever changing rural and urban settlements of the world.

History	In term 3, Year 8 will be considering the extent to which the late C19th and early C20th in Britan were a 'Gilded Age' of success and glamour before the devastation of World War One in 1914. Students will explore this through the lens of gender and class with lessons investigating Jack the Ripper, the Titanic and the Suffragettes. Students will use sources and historians' interpretations, such as Hallie Rubenhold's book 'The Five' to investigate the interpretation of this period as a 'Gilded Age'. This will all be underpinned by homework based on learning and understanding key vocabulary and lots of opportunities in lessons to develop their skills as historical writers.
EFP	In term 4, Year 8 students will focus on the teachings of Jesus and expand our knowledge from Year 7. We will look at how Christian interpretations of Jesus vary across denominations as well as exploring parables and lessons that Jesus hoped to teach people through his words.
Computing	Students will be finishing their data representation topic and then complete a hardware and software topic where they will be gaining knowledge of the key parts of a computer, how to measure computer performance, how different storage devices work and how a computer is built using logic gates.
Music	This term Year 8 students will be exploring the music of West Africa. Pupils will listen to and play a variety of music from West Africa using the djembe drums. Pupils will develop rhythm skills and ensemble skills.
Drama	Students will continue their study of influential theatre practitioners and styles of performance. Pupils will develop skills in naturalism, physical theatre, verbatim and devising; all of which prepare them for further study in the subject.
Design & Technology	This term students will build upon material understanding laid throughout Year 7. It revisits metal knowledge and extends exploration into the possibilities of CAD/CAM manufacture. The project builds upon students' knowledge of the work of others by introducing the Art Deco movement and looking at how socio-economic and cultural factors play a role in the development of design.
Food Technology	This term students will explore a variety of commodities and catering concepts at a developed level. The students will cover food groups such as meat and poultry whilst developing their prior knowledge of nutrition by introducing protein. The scheme also covers how protein can be gained through alternative sources and students will have experience of trying alternatives. The scheme touches on concepts taken from L1/2 Hospitality & Catering such as hospitality provisions and customer requirements.
Art	This term students will develop an understanding of tone and composition by using ink and gouache. The scheme introduces two more formal elements which are revisited throughout the year in a variety of media types and continues to build on students' prior knowledge of line, shape and form. Year 8 students will develop confidence with the building blocks of visual communication and be able to analyse how a wide breadth of artists such as Duncan Cameron Will Kemp, Michael Craig Martin and Henri Matiss, use line, shape, form, composition and tone to create artwork.
PE	Students will be working on a range of activities including football, rugby, basketball, fitness, handball and table tennis.
Personal Development	Students will explore, mental health and emotional wellbeing, including body image and coping strategies about attitudes towards mental health. This will include: • how to challenge myths and stigma • daily wellbeing • how to manage emotions • how to develop digital resilience • unhealthy coping strategies (e.g. self-harm and eating disorders) • healthy coping strategies

Year 9 curriculum for term 4

Subject	Term 4 overview
English	In term 4 we continue our exploration into the writing and speeches of great leaders and use this as inspiration to write a speech on a topic of our own choice, trying to incorporate as many of the features of the great leaders' speeches that we have studied as we can. At the end of the term, we will complete the spoken language assessment for GCSE English Language, giving a pre-prepared speech to the class and responding to questions.
Mathematics	**9R/Ma1 – 9R/Ma3 and 9P/Ma1 – 9P/Ma2** We will start term 4 learning about equations of lines and how we can represent relationships graphically. We aim to develop a deep understanding of what information we need to represent a linear graph as an algebraic equation. Using substitution of both positive and negative values, we move on to plot and recognise quadratic, cubic and reciprocal graphs. The unit ends by looking at graphs in context, learning how these relationships can be represented graphically. The second unit of the term looks at equations, in particular, how we can take two lines with two unknowns and find the intercept where they cross. We will do this graphically and algebraically, increasing the complexity of the equations involved. The knowledge gained in this unit underpins key concepts that are developed in GCSE and A level mathematics. Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March. **9R/Ma4 and 9P/Ma3** In term 4 we will start by continuing to consider shape and geometry by learning about Pythagoras' theorem, this will include being able to find the longest side of a right-angled triangle (the hypotenuse), the shorter sides as well as answering some worded problems. We will then look at percentages and decimals, during which we will learn how to find a percentage of an amount with both calculator and non-calculator methods, percentage increase/decrease, percentage change and writing a number as a percentage of another. Finally, we will spend some time recapping our learning since September before our Easter assessment. **9P/Ma4** In term 4, Year 9 students will begin their Algebra unit by revisiting the use of function machines, building on the understanding developed in Year 8, and then extending this into solving equations, using the same function machine approach to reinforce how operations can be applied and reversed to find unknown values. Following this, students will move on to indices, which they have encountered previously, but this term they will explore index laws for the first time, such as how powers behave when multiplying or dividing expressions with the same base. Alongside this, we will recap BIDMAS, applying it to expressions involving powers, negatives, and multiple operations to strengthen accuracy and confidence when working with increasingly complex problems. Also within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March with more of a focus of the material covered after Christmas.
Science	In term 4, Year 9 students will be studying different chemical reactions, such as exothermic and endothermic reactions. We will learn how to write these equations with symbol notation. We will also investigate factors that affect the rate of chemical reactions and explore the energy changes that occur. Once we have finished the waves topic that was started in term 3, we will move onto the fertilisation topic. We'll learn what the terms fertilisation and implementation mean, the biology of sexual reproduction, the menstrual cycle as well as fertilisation in plants.
Spanish	This term we will be covering the topic of healthy living, learning to talk about our eating habits, explaining why they are healthy or unhealthy as well as what we do to be healthy. We will be able to use the present tense to explore recommendations about health as they describe what you must or must not do with the modal verb "deber", alongside the "impersonal se". We will continue work on the past, present, and future tenses, as well looking at verbs in their infinitive form. In addition, we will continue to practise our Spanish phonics in order to be able to use correct pronunciation and will continue to learn about the Spanish-speaking world and its traditions.

French	This term we will be covering the topic of the environment, learning to talk about the biggest problems facing the environment, as well as talking about what we should do to protect the environment. We will continue our work on past (both perfect and imperfect), present, conditional and future tenses, as well as several complex structures. In addition, we will continue to practise our French phonics in order to be able to use correct pronunciation and will continue to learn about the French-speaking world and its traditions.
Geography	In term 4, Year 9 are continuing to explore the global ecosystem of hot deserts. Through this new topic they explore the climate and the geographical reasons for the desert's location. Investigating how plants and animals survive in the hot desert before looking at how they are threatened and how they are expanding into previously fertile land. When they have finished this they will see how ice has shaped the land. Students will also move onto look at glaciation and "how ice shapes our land". Students will learn all about the UK's glaciated past and what the world's future holds with these ever-changing glacial landscapes.
History	In term 4, Year 9 students will investigate the treatment and experience of minority groups living in Germany in the lead up to and during Nazi control. Students will investigate the lives and experiences of Jewish people but also other persecuted groups such as the disabled, the LGBTQ+ community and the Roma and Sinti. Students will focus on their historical writing into framing a chronological narrative of how events fit together by writing a 'narrative account' of these events. This will all be underpinned by homework based on learning and understanding key vocabulary and lots of opportunities in lessons to develop their skills as historical writers.
EFP	In term 4, Year 9 will be exploring the importance of humanism and looking at life and death. They will examine humanist beliefs and practices as well as exploring new religious movements and non-religious beliefs.
Computing	In term 4, Year 9 will be introduced to data science which looks at how to use data to investigate problems and make changes to the world around them. They will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends. Towards the end of the topic, they will go through the steps of the investigative cycle to try to solve a problem in the school using data.
Music	This term students will be exploring samba music, developing their performance and teamwork skills. They will be learning and performing a piece of samba music as a whole class, using percussion instruments. Pupils will also continue to develop their listening skills, looking at a variety of samba music from Brazil.
Drama	Students are continuing their study of the repertoire 'Everybody's Talking About Jamie'. This is a musical that explores the true story of Jamie Campbell who dreamed of being a drag queen. Students will complete practical and theoretical tasks that explore the themes, characters and intentions of the piece.
Design & Technology	This term, students will build upon material/manufacture understanding and design movement knowledge laid within Year 7 & 8. The project introduces new techniques in modelling, extends students' measuring skills and develops new joining methods. The project centres around electronic systems and how these can be utilised to manipulate motion, force and energy.
Food Technology	This term students will explore a variety of commodities and catering concepts at an advanced level. The students will cover food groups such as fish whilst developing their prior knowledge of protein. The scheme also revisits dairy by covering cheese & yoghurt making processes and introduces cereals through pasta, oats and flour. The scheme touches on concepts taken from L1/2 Hospitality & Catering such as food labelling and international cuisine.
Art	This term, students focus on the formal elements colour and shape. The work aims to refine students' practical skills in wet media using both acrylic and watercolour paint whilst building on prior knowledge of colour theory to respond to the work of German Expressionist artist Wassily Kandinsky.
PE	Students will be working on a range of activities including football, rugby, basketball, fitness, handball and table tennis.
Personal Development	Students will explore families and parenting, healthy relationships, conflict resolution, and relationship changes. This will include: • different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • positive relationships in the home and ways to reduce homelessness amongst young people • conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies

Year 10 curriculum for term 4

Subject	Term 4 overview
English	In term 4 we complete the study of Shakespeare's *Macbeth*, focusing on the development of characters and themes across the whole text and how these are shaped by Shakespeare's use of language. For Language, we continue working towards Paper 2, focusing on a wide variety of non-fiction texts, practising skills in analysis and comparison, and persuasive writing.
Mathematics	**10R/Ma1, 10R/Ma2 and 10P/Ma1** During Term 4, we will begin by studying different types of transformations. Students will learn how to carry out translations, reflections, rotations and enlargements, before progressing to combining these transformations within a single diagram. The next topic will introduce vectors, where we will describe movements using vector notation and apply these ideas in geometric contexts. We will then extend our work on sequences by focusing on quadratic sequences, including identifying patterns and finding their nth terms. Finally, students will study functions. They will evaluate functions for given inputs and develop their understanding of both inverse and composite functions, which will support future algebra topics. Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March, with a particular focus on the material covered after Christmas. **10R/Ma3** During term 4, we will use our mathematical drawing equipment (pencil, ruler, protractor and compass) to construct accurate diagrams based on different real-world scenarios. Students should ensure that they are adequately equipped. In the next topic, we will recap and extend our knowledge of angle rules and laws, including those for parallel lines and polygons. These rules will help us to find any/all missing angles in a variety of diagrams, which will be useful for future shape topics. Finally, students will study sequences: continuing a sequence; finding missing terms in a sequence; deciding if a number would appear in a given sequence and writing the "rule" for a sequence (known as the nth term). They will push their understanding to include finding the nth term for quadratic sequences. Also, within the term will be an Easter assessment which will cover all topics from September through to roughly the middle of March. **10R/Ma4, 10P/Ma2 and 10P/Ma3** Term starts by looking at ratio which includes simplifying and dividing in a ratio. Students will revisit the academy approach to solving ratio problems and become more fluent with this method. The next topic is percentages and includes compound interest and reverse percentage questions. Both are challenging for students, and they will need calculators to be able to access the work effectively. The final unit of the term is algebraic skills where students will learn to solve equations and inequalities. Towards the end of the term students will sit their Easter assessment which will test all of the work that they have covered so far this year. **10R/Ma5 and 10P/Ma4** During term 4, we will simplify ratios and write ratios as fractions using our knowledge from term 3. We will also make use of ratio tables to divide amounts in a ratio. We will then learn how to convert between fractions, decimals and percentages, building on our fractions to decimals knowledge from term 3. We will learn how to calculate percentages of amounts and use these to increase or decrease the total. Finally, we will use function machines and more formal balancing to solve equations. At the end of this algebra topic, we will expand double brackets.
Science	**Separate Science** Biology: We will be learning about how plants use photosynthesis to make glucose ready to be used in aerobic respiration and how humans use food as a glucose source so that our cells can respire. We then move onto the human nervous system and how our bodies respond to stimuli. Chemistry: This term we will be studying quantitative chemistry. This includes how we can use mole calculations to calculate the strength of solutions and how we can use reactants to predict the yield of chemical reactions. Physics: In physics, we will be diving into the particulate nature of matter, covering the 3 main states of matter, the energy required to change states and onto gas pressure and Boyles' law. **Combined Science** This term, we are continuing our learning of communicable diseases, how pathogens make us ill and what our body can do to defend us against infections. We will then move onto looking at Earth's atmosphere, its composition and the history of the atmosphere throughout the last 4 billion years. We will also be looking at the importance of biodiversity, ecosystems and human's effect on the planet.

Media	This term, students will be finishing their second industry and audience based CSP pairing, exploring music videos to consider the differences between different styles of music groups and videos they produce. Finally, students will also begin working on their NEA with briefs from the exam board releasing during this term, starting to research existing media forms to inform their own media product creations.
Business Studies (GCSE)	This term students will be focusing on Section 1.4 – making the business effective. Some of the topic areas the students will be exploring in detail are business ownership, limited and unlimited liability, business location, the marketing mix and business plans. Students will have an end of topic test throughout the term.
Business Studies (BTEC)	This term students will work on Task 2A and Task 2B of their first Pearson Set Assignment (PSA). Students will have a mixture of monitored preparation time and supervised work to present their work and then review their presentation. In Task 2A, each student will present their business idea to camera as they would to a potential investor. During Task 2B, they need to critically review with their individual presentation performance.
Computer Science	Students will continue to develop their understanding of how a computer network operates by passing packets of information. Alongside this they will continue to develop their advanced programming skills in python exploring how a text file can be created within python programs and how databases can be made in SQL.
Performing Arts	Students are continuing their work on Component One of the qualification, this term focussing on the theoretical coursework element. Alongside this they will receive their brief and explore one of their previous repertoires in more depth, applying the brief practically to their work through characters and themes.
Health & Social Care	This term we will be completing our unit on legislations and completing a mock NEA on this before moving on to healthcare services.
Geography	This term, Year 10 will continue with urban issues and challenges. Students will move onto look at the UK's urban issues with a key focus on the case study of Sheffield where students will learn about the social, economic and environmental opportunities and challenges as well as how the area has been regenerated.
History	This term, students will be continuing to study Weimar and Nazi Germany 1918-1939. They will be practising examination skills and in particular, their source and interpretation analysis, to prepare them for the Germany paper and will look at the crisis years of 1919 to 1923 and the rise of the Nazi Party from 1920 onwards.
Religious Studies	In term 4, Year 10 will continue to focus on the themes for component one. Pupils will expand their knowledge of 15-mark questions to help ensure that they are ready for the end of year mock examinations.
Sociology	This term we are looking at educational inequality including private schools and the significance of legislation in educational reform.
Psychology	This term we will be focusing on our third topic of development, looking at how children develop cognition and their understanding of the world around them. Throughout this, we will be looking at research methods to support our understanding of practical experiments. We will also be continuing with at home revision.
French	This term we will be covering the topic of social problems and health. We will be focussing on deepening our knowledge of adjectival use and negatives as well as consolidating our knowledge of the main three tenses, plus the imperfect and conditional tense and will continue to look at some complex structures. In addition to our knowledge of examination tasks, we will begin to practise role-plays. We will ensure that our knowledge of key phonics is embedded, and we will further our knowledge of Francophone culture.
Spanish	This term we will be covering the topic of healthy lifestyles and illnesses. We will be focussing on deepening our knowledge of modal verbs and reflexive verbs, as well as consolidating our knowledge of the main three tenses. We will continue to look at some complex structures. In addition to our knowledge of examination tasks, we will begin to practise role-plays. We will ensure that our knowledge of key phonics is embedded, and we will further our knowledge of Hispanic culture.
Core PE	In core PE students will be participating in a range of activities including handball, basketball, football and table tennis.
GCSE PE	Students will move on to Unit 3 – anatomy and physiology. In practical lessons they will be completing a unit of work in handball.
Engineering Design	This term students will learn how designers use engineering drawings to communicate effectively to the manufacturer. The manufacture requires students to use the drawings to produce final designs as intended without any other communication. Students will also learn how to generate effective engineering drawings to BSI 666, a world standard for communication in manufacturing.
Art	Students to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.

Photography	Students to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.
Design & Technology	This term, students will develop an in-depth knowledge and understanding of mechanical and electrical systems and controls and how energy can be produced, stored and used to power our modern-day world and products.
Hospitality and Catering	Students will be continuing their pastry skills – Cornish pasties, deboning a chicken and making chicken pie, along with Japanese souffle pancakes and an Easter cake. Theory they will be looking at deficiencies and excess in nutrition for macro and micronutrients. Students will also look at the operation of the kitchen and small and large equipment.
Personal Development	Students will explore the influence and impact of drugs, gangs, role models and the media. This will include: • positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • the media's impact on perceptions of gang culture • the impact of drugs and alcohol on individuals, personal safety, families and wider communities • how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction

Year 11 curriculum for term 4

Subject	Term 4 overview
English	In term 4, all classes follow bespoke revision plans designed to ensure that students are revising the areas which they need the most in preparation for the English Language and English Literature GCSE examinations. In particular, this will focus upon comparative and analytical skills, and subject terminology. Revision materials for these elements of the course can be found on Seneca or Frog (under the English subject heading). Please note that your teacher will have emailed your personal revision plan to you if you don't have a paper copy.
Mathematics	**11R/Ma1 and 11P/Ma1** Having finished teaching of new content last term, this term will be spent focussing on areas of relative weakness that were identified in the mock examinations. We will do this through targeted starter activities for high frequency topics, personalised revision material through pinpoint learning booklets and specific topics that are bespoke to the class. We will be restarting past paper Friday with an increased focus on examination technique and drawing out key information for questions worth a large number of marks. The aim will be to make at least 15 marks' worth of progress by the end of term. **11R/Ma2** This half term is the final term of new teaching for higher tier content. We will study algebraic fractions and learn to simplify, add, subtract and divide with them, revising our factorising and numerical fractions skills in the process. We will then revisit tree and Venn diagrams from year 10 and use both to calculate probabilities of events. We will also learn set notation for probability and for Venn diagrams in more detail. **11P/Ma2** This half term is the final term of teaching new content. We start by looking at our final topic of the foundation curriculum covering probability. This will include sample space diagrams, frequency trees, tree diagrams and Venn diagrams. We will then circle back to trigonometry, where we will be revising the core content and then extending to exact trigonometric values. The rest of the term will be given to revising ready for their summer examinations. **11R/Ma3 and 11P/Ma3** This half term sees the end of teaching content for our groups sitting the foundation tier of GCSE. We will begin the term by studying probability to a greater depth, using tools such as sample space diagrams, tree diagrams and Venn diagrams to solve more complex problems. The final unit will involve rearranging equations, requiring strong knowledge of algebra. Individual groups will also be revising specific topics identified from their mock examinations, considering the frequency with which they have appeared since the rewrite of the GCSE syllabus in 2017. **11R/Ma4 and 11P/Ma4** This half term is the final term of teaching new content. We start by looking at column vectors and how they can be used to describe a direction, then we move on to completing the four operations with them. Then comes our final data topic covering sample space diagrams, frequency trees, tree diagrams and Venn diagrams. Our final topic is trigonometry where we will be looking at selecting the correct trigonometric ratio (sin, cos or tan) and using these to calculate a missing angle. The rest of the term will be given to revising ready for their summer examinations.
Science	**Separate Science** Biology: We will be learning about how certain organisms are adapted to their environment and the adaptations they have to compete against rivals for resources. We will look at the importance of maintaining biodiversity for the good of the planet and the role organisms play in their ecosystems. Chemistry: This term we will be looking at Earth's atmosphere, its composition and the history of the atmosphere throughout the last 4 billion years. Physics: In physics, we will be investigating electromagnetism, electric motors, electric generators and how we use them to generate our electricity. We then move onto out final topic of GCSE physics – space physics, where we'll explore the lifecycle of stars, different orbits and the origins of the universe. **Combined Science** This term, we are learning about carbon chemistry, including the use of hydrocarbons and how fractional distillation allow us to use crude oil in multiple fuels from diesel to jet fuel. We then look at how we use Earth's natural resources to facilitate our modern lives and how we can be more sustainable as a species. Once we reach the end of teaching content, our groups will be revising specific topics identified from their mock examinations.

Media	In this term students will be finalising work on the NEA, the deadline for final hand in being 19th March 2026. Students will also cover the final CSPs on radio - focusing on the Tony Blackburn broadcast on the launch day of Radio 1 while looking at KISS FM to compare how radio has moved on in modern times. Finally, students will also be revising the previous CSPs and ensuring they are familiar with the structure of the exam and what they could be assessed on.
Business Studies	This term students will be focusing on Section 2.5 – making human resource decisions. Some of the topic areas the students will be exploring in detail are organisational structure, job roles and responsibilities, recruitment, training and developing employees, motivation in the workplace. Students will have an end of topic test throughout the term. In addition, students will be given past papers and mark schemes to complete at home, so they can familiarise themselves with the examiner's comments.
Computer Science	This term students will be starting their revision for their external examinations in May. Students will have undertaken mock in class examinations in term 3 which will guide their revision in term 4. Emphasis will be placed on programming, testing and sort and search algorithms for paper 2 algorithms and programming and emphasis on computer impacts and legislation for paper 1.
Performing Arts	Students will continue to work on Component Three of their qualification. This is the final part of the BTEC Performing Arts qualification and is a devising task, set to a theme set by the examination board. Students will work in groups to investigate the stimuli and create a performance based on their own ideas. Alongside their practical examination they will also complete in-depth reports that detail their process and vision for the piece, reference the influence of practitioners.
Geography	This term students are continuing to look at UK physical landscapes with a focus on rivers. Students will also be given the pre-release materials which will help with section A of paper 3 as well as moving onto to the final topic of paper 2 "resource management".
History	Students will be continuing their new topic of Elizabethan England, looking at the challenges Elizabeth I faced on the throne and the threat of her cousin, Mary Queen of Scots and the threat from Spain. They will then go on to investigate life during Elizabethan England such as poverty and changes to Education. Students will be reviewing their examination skills for the Elizabethan England paper.
Religious Studies	This term, Year 11 students will be revisiting key concepts of both Islam and Christianity. They will be focusing on the 15-mark questions across component one including all four themes.
Sociology	This term we will be focusing on revision of the content covered over the past two years, recapping the methods used by sociologists to gather and collect data and how this can be seen as both strengths and weaknesses of their research.
Psychology	This term, we will be focusing on the topic of language, thought and communication. We will also be practising examination style questions on previous topics to prepare for examinations and consolidating our knowledge of all topics. As part of homework students will continue with the revision programme.
French	This term we will be covering the topic of future plans, learning to talk about possible future careers, as well as travel plans including booking travel arrangements. We will be able to compare different jobs and discuss our hopes and dreams for the future. We will continue deepen our knowledge of a variety of tenses and complex structures in order to ensure that we are prepared for success in the writing and speaking examinations.
Spanish	This term we will be covering the topic of our future plans, including being able to describe our ideal job as well as being able to say what we would like to do in the future. We will continue our work on a variety of tenses and complex structures, and will continue to work on the future tense, as well as other new complex structures. In addition, we will continue to practise our Spanish phonics to be able to use correct pronunciation and will continue to learn about the Spanish-speaking world and its traditions.
Core PE	In core PE students will be participating in a range of activities including handball, basketball, football and table tennis.
GCSE PE	In GCSE PE theory lessons students will be studying Unit 6 – Sport and Society. Students will also continue to work on their NEA assignment on analysis and evaluation of performance.
Engineering Design	Students will continue to revise for the final examination R038 Engineering Design. Preparation will include looking at language used and expected by the examination board and how question will be given in the final paper.
Art	Students will start their examination unit. Individuals will be able to explore, create and take influence from work of others they find inspiring. At this stage of the coursework unit, students should have explored a range of influences and completed media experimentation pages alongside in-depth artist research.
Photography	Students will start their examination unit. Individuals will be able to explore, create and take influence from work of others they find inspiring. At this stage of the coursework unit, students should have explored a range of influences and completed media experimentation pages alongside in-depth artist research.
Design & Technology	Students use a range of skills developed though the scheme of learning from Year 7 – 11 to produce an independent iterative design work. The evidence produced in Unit2 is worth 50% of the final grade and situation problems are set by AQA. Students this term will also plan and start to manufacture their final outcomes.

Hospitality and Catering	Students will be completing their NEA (60% of final grade) planning and producing dishes for a specific occasion and nutritional requirement.
Personal Development	Students will explore responsible health choices and safety in independent contexts. This includes: • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills including defibrillators • how to assess emergency and non-emergency situations and contact appropriate services • the links between lifestyle and some cancers • the importance of screening and how to perform self-examination • vaccinations and immunisations • registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • blood, organ and stem cell donation

THE PARENTS' GUIDE TO CAREERS

For NCW 2026

www.theparentsguideto.co.uk

THE PARENTS' GUIDE TO

CAREERS

For NCW 2026

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CONTENTS

Welcome to NCW2026

From The Parents' Guide to:

National Careers Week is a great opportunity to start important conversations about your teen's future. With so many options after GCSEs and sixth form, knowing where to begin can be tricky. This guide sets out the key choices and offers simple, practical advice to help you support your teen in making confident decisions.

The Parents' Guide to is here throughout the year, giving parents straightforward guidance on post-16 and post-18 pathways, alongside support for teenage health and wellbeing. For regular tips and guidance throughout the year, take a look at **Parent Club.**

From National Careers Week:

NCW is a celebration of careers guidance and free resources in education across the UK. The aim is to provide a focus for careers guidance at an important stage in the academic calendar to help support young people leaving education.

NCW, this year from 2nd - 7th March 2026, is the perfect platform to advise and inspire the next generation as they enter the world of work.

During NCW every school, academy and college can offer careers advice and guidance to their students, with support from us with free resources, information on current career opportunities and advice on activities and exercises to run.

And access doesn't stop at the end of **#NCW2026**! Our dedicated websites are available throughout the year!

Educational Routes

Levels of Education

In England, Wales and Northern Ireland there are eight qualification levels (1–8), plus an entry level qualification for those just starting out. Generally, the higher the level, the more advanced the qualification. Levels 1–3 are typically taught in schools and colleges, while Levels 4–8 are linked to higher education and professional study.

With so many different qualifications available, it can be hard to know what they mean and where they might lead. To help, we've created a simple summary comparing the main routes and how they connect to further study and careers.

Understanding qualification levels makes it easier to compare options and plan ahead. Academic, vocational and work routes all offer valuable opportunities.

The next pages explain the key choices available at 16 and 18.

Level	Academic route	Vocational route	Applied / work route
8	**Doctorate (PhD)**		**NVQ 8**
7	**Masters degree (MA)**		**Degree apprenticeship / NVQ 5, 6, 7**
6	**Bachelors degree** BA or BSc		
5	**Foundation degree** FdA or FdSc	**Higher National Diploma (HND)**	
4		**Higher National Certificate (HNC)**	**Higher apprenticeship / NVQ 4**
3 *Typically years 12-13*	**A levels** Grades A-E; **International Baccalaureate**; **T Levels**	**BTEC (extended) diploma** **BTEC certificate**	**Advanced apprenticeship / NVQ 3**
2 *Typically years 10-11*	**GCSE** Grades 4- 9 (C, B, A or A*)	**BTEC first diploma**	**Intermediate apprenticeship / NVQ 2**
1	**GCSE** Grades 1- 3 (D, E, F or G)	**Foundation diploma / entry level qualifications**	**Traineeship / NVQ 1**

Options After 16

At age 16 (at the end of Year 11), your teen must stay in education or training until age 18. This means they cannot move straight into full-time work without continuing to learn in some way.

Broadly, their options are to continue in full-time education or to combine work with training, such as through an apprenticeship.

When thinking about next steps, it helps to consider what they will be studying, how they learn best (classroom-based or practical), and what subjects or environments they enjoy.

A levels

A levels are academic qualifications usually studied over two years. They suit students who enjoy classroom-based learning and want to keep a wide range of post-18 options open, including university and higher apprenticeships.

Apprenticeships

Apprenticeships combine paid work with structured training. Students gain a recognised qualification while developing practical skills and earning a salary, making this a good option for those who prefer learning on the job.

T Levels

T Levels are a vocational alternative to A levels and involve a mix of classroom learning (about 80%) and practical experience (about 20%) including a 45 day on-the-job placement in a genuine business.

BTEC Nationals

Study takes place over a two year period and is a combination of both practical and theory. Knowledge is tested through course work and a final examination (comprising 40% of the total grade).

Supported Internships

Supported internships are designed for young people with an Education, Health and Care Plan (EHCP). They provide structured work placements alongside tailored support to help students move towards paid employment.

Other qualifications

Cambridge Technicals, City & Guilds, National Vocational Qualifications and the Tech Bacc. These are vocational courses, centred around jobs and practical skills, and suit students who prefer a more applied, hands-on approach.

Find out more!

Everything you need to know about your teen's options after GCSE

Explore options after GCSE

Options After 18

After age 18, there is no requirement to remain in education or training, and young people have a wider range of pathways available to them.

Broadly, their options include continuing in education, combining work with further training, or moving into work while developing skills in other ways.

When thinking about next steps, it's helpful to consider whether they want to continue studying, how they will fund living and course costs, whether they're happy to move away or stay local, and the subjects or environments they enjoy and feel motivated by.

University

University allows students to gain an academic qualification, usually a degree, while developing critical thinking, research and transferable skills. It can lead to careers requiring advanced qualifications and may include placements or opportunities to study abroad.

School Leaver Programme

School leaver programmes are structured entry routes into employment, often offered by large employers. They combine paid work with training and development, helping young people build skills and progress without going to university.

Employment

Employment involves moving directly into paid work, either full-time or part-time. It is often combined with further training, qualifications or skill development to support progression over time.

Apprenticeships

Post-18 apprenticeships combine paid work with structured training through a college, university or training provider. They offer a practical route into skilled employment while gaining recognised qualifications at Level 4 and above.

Higher Tech Qualifications

Higher Technical Qualifications (HTQs) are Level 4 and 5 courses focused on practical, job-ready technical skills. They can be studied full-time or alongside work and often lead directly to skilled employment or further study.

Gap Year

A gap year is a planned break from education or training, often used to gain experience, work, travel or volunteer. When structured well, it can help young people build independence, skills and clarity about their next steps.

Find out more!

Everything you need to know about your teen's choices at 18 years old

Explore post-18 options

A Dream Career Isn't Luck

Whether your teen is taking their next step through higher education, an apprenticeship, training or their first job, the skills they've developed up to that point will matter – in most cases just as much as the qualifications they achieve.

Skills aren't only learned in the classroom; they're learned through experience. Your teen is developing their skillset every day – through interactions with friends and family, and through the hobbies and interests they choose to pursue. While skills are important in the workplace, they're just as valuable for everyday life too.

Why employers care about skills

Teens applying for their next opportunity will often be a similar age, have studied similar subjects and may even have similar grades. Interviewers need something else to help decide which candidates are the best fit. This is where skills come in.

Employers often see skills as indicators of personality, how someone manages workload, and how well they communicate and collaborate with others.

How skills convert interests into great careers

Skills cover a wide range of personal strengths that help people communicate, collaborate, and flourish. There are many different skills, and no-one is gifted at every single one. Your teen will have their own unique combination of strengths. Looking for jobs that involve using their top skills is more likely to result in a rewarding career. Don't forget - different jobs require excellence in different skills, so there's usually something to fit all personalities.

Soft skills are transferable between different roles and industries, so the skill remains useful even when the job changes.

Parents - help your teen build their skills!

If your teen only sticks to what they know, they are not going to stretch themselves and discover new likes and new skills.

This doesn't mean they have to do new things all the time, but occasionally they should try something different.

Here's how to give them a guiding hand towards maximising their potential:

- Check our "**skills employers love**" list. Ask your teen to pick their favourite 3 (there's no right answer!)
- Help them list the 3 skills they feel strongest in – does this match their favourite 3?
- Talk together about careers where those skills might be useful.
- Encourage them to give real-life examples of when they've used those skills – in school, hobbies, part-time work or with friends.
- Support them to explore a wide range of interests across Years 10–13.
- And check in on whether they're enjoying their hobbies, or doing them mainly to fit in with others.
- **Join Parent Club for more ideas!**

10 skills employers love

- ☑ **Analytical –** Identifying patterns and observing people and behaviours
- ☑ **Communication –** The ability to express complex ideas clearly and simply with other
- ☑ **Flexibility -** being able to adapt behaviour
- ☑ **Curiousity -** Demonstrating an interest in finding out more
- ☑ **Organisation -** not only knowing what needs to be done, but when and in what order to do it
- ☑ **Positivity -** helping others to see things from a positive perspective
- ☑ **Problem solving -** Being able to think of, and develop, inventive solutions to problems
- ☑ **Resilience –** The ability to manage stress and bounce back when faced with difficulties
- ☑ **Teamwork –** Being able to collaborate and co-ordinate with others
- ☑ **Time management** – Using time effectively to maximise outcomes

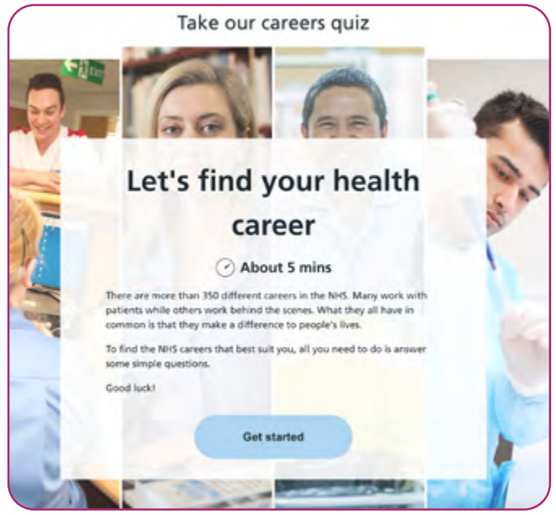
NHS Careers

Helping your teenager figure out what they want to do after school can feel like a big task. The good news is, the NHS has loads of different jobs to choose from. Whether your teen is interested in working directly with patients as a nurse, doctor, or physio, or prefers something behind the scenes in admin, IT, or maintenance, there's really something for everyone.

One of the best things about an NHS career is the clear paths to move up the ladder. The NHS is one of the biggest employers in the UK and offers lots of training and support. Plus, there's financial help available for those wanting to study a healthcare degree. If your teen wants to be a nurse, midwife, or do one of the allied health professions, such as physiotherapy or occupational therapy, they could get at least £5,000 a year from the NHS to support their studies. There are also apprenticeships so your teen can earn while learning.

If you want to help your teenager explore NHS careers, the NHS Health Careers website has loads of info about the different roles and what's needed.

There's also a short quiz. Click this image to help your teen explore which NHS careers could be a good fit for them.



Encouraging your teen to try work experience or volunteering can really help them get a feel for the work. Talking openly about what they enjoy and what they're good at can help them find the right path in the NHS.

You can also contact the NHS Health Careers team if you have any questions on **0345 60 60 655** or by email on **advice@healthcareers.nhs.uk**

Support Your Teen in Exams

Exams are part of every school year, and they can feel just as stressful for parents as they do for students. Many parents wonder the same things:

- **How much should I be doing?**
- **Am I helping, or making things worse?**
- **What actually makes a difference?**

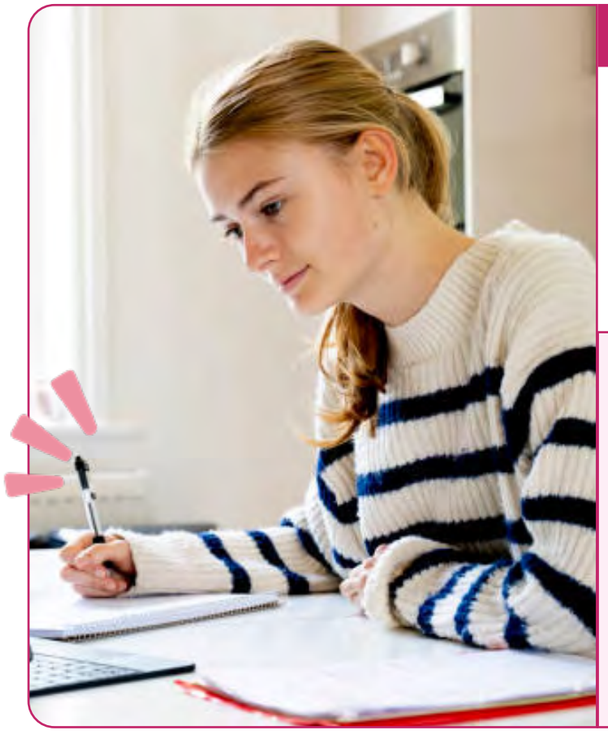
If you've ever thought any of these, you're not alone.

The good news is that you don't need to be an expert in any subject to support your teen.

Your role isn't to teach the content – it's to help create the right environment for learning. That includes routines, organisation, sleep, nutrition, and having a calm space to work – all of which make a real difference. Below are three simple revision strategies to try.

WANT MORE HELP LIKE THIS?

This is exactly the kind of practical support parents get in **Parent Club** – on revision, wellbeing and next steps, all year round.

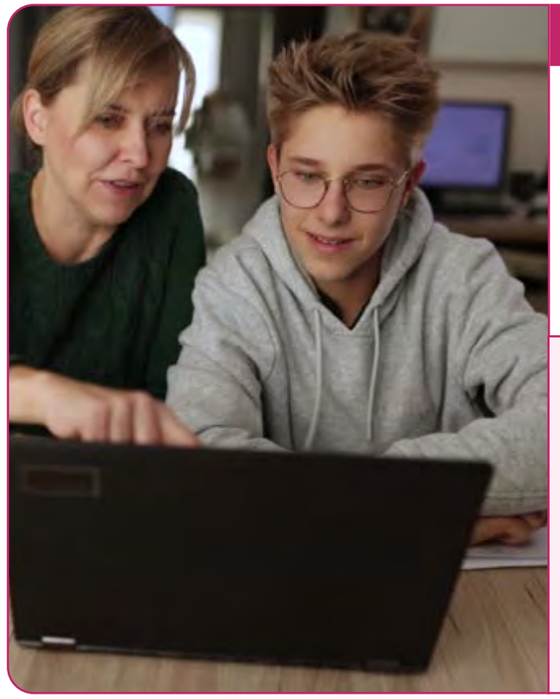


Timed Practice

Timed practice helps teens get used to working under pressure, improves recall, and builds focus for longer exams. The more realistic the practice, the more confident and prepared they'll feel on the day.

How you can help:

- Encourage short, timed questions during the week and a full paper at the weekend.
- Set up real exam conditions - clock on the desk, phones off, and a quiet space.
- Try to match practice times to real exam start times (e.g. 9am or 1:30pm).
- After each session, chat about how it went and look at mark schemes together to spot areas for improvement.

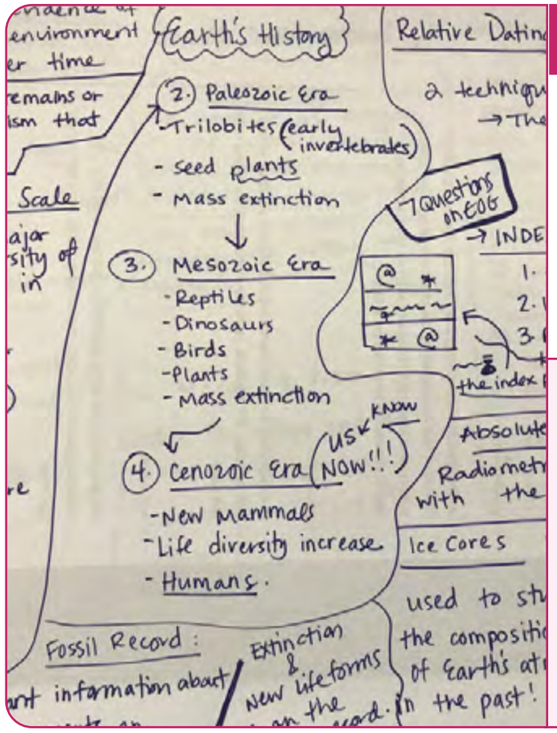


Play The Student

Encourage your teen to teach you a topic they've been revising. Explaining it in their own words helps them notice what's clear and what still needs work. It's a great way to build confidence and turn memorising into real learning.

How you can help:

- Ask your teen to explain a topic as if you've never heard it before - it helps them break ideas down clearly.
- Encourage them to use examples to make their explanation stronger.
- If they really struggle, suggest they check their notes; if their answer feels vague, ask them to expand or give another example.



Brain Dumps

Ask your teen to write down everything they can remember about a topic – no notes allowed. This helps them practise recall, just like they'll need to in an exam. Seeing what's missing shows them exactly where to focus next.

How you can help:

- Encourage them to redo the same topic a few days later to see what's changes
- Encourage them to revisit their brain dump with their notes or textbook, adding anything they missed in a different coloured pen so the gaps stand out.
- Keep sessions short 5 to 10 minutes works well.

A Spotlight on Apprenticeships

Apprenticeships are a fantastic option for many students after GCSEs or sixth form. They combine paid employment with structured training, allowing young people to gain qualifications while building real workplace experience. For students who prefer practical, hands-on learning to full-time classroom study, apprenticeships offer a strong and flexible alternative.

Apprentices develop valuable professional skills that are transferable across careers and industries. They earn a salary from day one, and their training costs are covered by the employer and the government. Apprenticeships can last anywhere from one to five years and lead to nationally recognised qualifications.

Work and Study Balance

Apprentices split their time between paid work and structured learning, usually with a college, university, or training provider. Like full-time study, some personal time may be needed for assignments and projects.

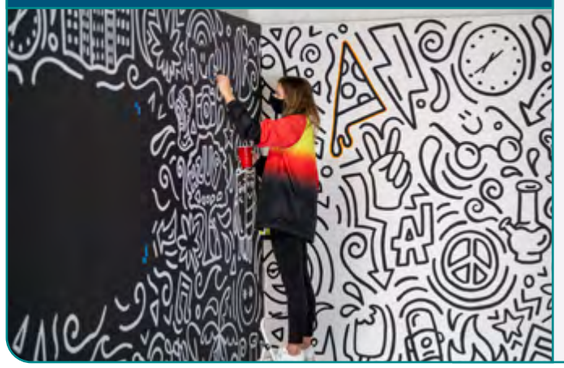
Length and Flexibility

Apprenticeships can last from one year to several years. Shorter options provide recognised qualifications without long-term commitment, and many apprentices can progress to higher levels later if they choose.

Qualifications and levels

Apprenticeships range from Level 2 (GCSE equivalent) through to Levels 6 and 7 (degree and master's level), giving students clear routes to progress step by step.

LEVEL 2
Intermediate apprenticeships



Typical length
12-18 months

Entry requirements:
None or few

Qualifications obtained:
GCSE, BTEC or equivalent

Who's it for?
Mostly for 16-year-olds with limited or no academic qualifications.

LEVEL 3
Advanced apprenticeships

Typical length
12-24 months

Entry requirements:
Usually 5 GCSEs

Qualifications obtained:
A levels or equivalent

Who's it for?
Mostly for 16-year-olds with reasonable academic achievements but who don't want to study in sixth form.

LEVEL 4/5
Higher apprenticeships

Typical length
3-5 years

Entry requirements:
A levels or equivalent

Qualifications obtained:
Higher national diploma / foundation degree

Who's it for?
Mostly for those who want to qualify for professional career paths without attending university or college.

LEVEL 6/7
Degree apprenticeships

Typical length
3-7 years

Entry requirements:
At least 2 A levels or equivalent

Qualifications obtained:
A BA or BSc degree or higher

Who's it for?
Mostly for those with excellent sixth form results that want to study for a degree or similar whilst working.

Finding the Right Apprenticeship

Careers advisor

If your child is still at school or college, then getting them to speak with their careers adviser is a good move. Careers advisers are often the first to hear from companies advertising new apprenticeship opportunities.

Industry sector

It's smart to check apprenticeships directly on company, university or college websites. If your child doesn't know which of these sites to select, then they should first do some research on which industry sector may be of interest, and then find companies within this sector.

Companies direct

Another option is to identify companies your teen is interested in and check their websites for apprenticeship opportunities. Well-known international companies (such as Amazon, Coca-Cola, Google or Virgin) are highly competitive, but can be a useful starting point for understanding what an apprenticeship in that area involves.

Government website

Most apprenticeships are posted on the Government's website. By creating an account, your child can set up alerts and filters to see opportunities that are of most interest to them and to be emailed when new opportunities arise. However, not all apprenticeships will appear on there at any one time.

Job boards

National job agencies will also advertise apprenticeships and options can be narrowed to review within local distances from home or specific job types. This might be a particularly good way to seek out apprenticeships in level 3-5 range.

Reviews

To find out what other students think about apprenticeships and how they rate their experiences, you can read student reviews on Rate My Apprenticeship to get a better sense of what different roles are like in practice.

Want more detailed support on apprenticeships?

The Parents' Guide to Apprenticeships gives you just that – a clear, practical guide to how apprenticeships really work, from levels and pay to applications, employers and progression routes, so you can feel more confident supporting conversations at home.

Inside the guide, you'll find:

- Apprenticeship levels explained
- Pay, funding and contracts
- Finding high-quality opportunities
- The application process
- Apprenticeships vs. university
- Sectors, roles and pathways

Get the guide

Exploring all the options

Apprenticeships are one important route, but they're not the only option after GCSE or sixth form. Many young people will also be considering staying on in education, going to university, or combining study with work and training.

Our wider set of guides are designed to help you understand the full range of pathways available – and to support informed, realistic conversations about what might suit your teen best.

See the full collection

Work Experience

Work experience covers a range of opportunities, from attending the workplace in person, shadowing or observing a particular person or job role, volunteering or carrying out work remotely/virtually. What's important is that your teen gets some first-hand experience of what it's like to work.

Work experience is important for getting into any career. It provides your teen with first-hand experience of what it's like to work; dealing with colleagues and the public; working to deadlines and how it feels to do things "for real".

If they're lucky, they might find work experience within an industry that is related to their course or ultimate job goal. If this is the case, it can help your child discover more about the industry and may help them realise whether it is or isn't for them. A lesson much better learned sooner than later!

Work experience covers a range of opportunities, from attending the workplace in person, shadowing or observing a particular person or job role, volunteering or carrying out work remotely/virtually. What's important is that your teen gets some first-hand experience of what it's like to work.

Finding Work Experience

There are lots of ways for teens to get work experience, and most will use a mix of these rather than just one.

Face-to-face opportunities

This includes spending time in a real workplace, either through a short placement, a few days in the holidays, or informal arrangements.

Good ways to find these include:

- Speaking to the school careers team, who often have strong links with local and national employers
- Using your own contacts - friends, family, neighbours and work
- Contacting employers directly
- Applying for Saturday, evening or holiday jobs, even if they aren't related to long-term career plans
- Using LinkedIn or Indeed to find and approach organisations

Virtual work experience

Virtual placements let teens gain insight into real workplaces from home through online projects, talks, meetings and activities.

Most last from half a day to one week, though some run longer depending on the organisation and the age of your child.

Observing and shadowing

Observing is one of the easiest ways to get experience, especially in competitive or professional careers.

This means your teen spends time watching professionals at work, even if they aren't actively doing the job themselves. Examples include:

- Sitting in on a court case or legal hearing
- Observing a doctor, nurse or clinic
- Watching a business meeting or planning session
- Spending time with an engineer, architect, accountant or designer
- Attending a council meeting, public inquiry or professional talk

Part-time work

Weekend, evening and holiday jobs all count as work experience – even local roles in shops, cafés or bars. These help teens learn how workplaces run, how to deal with customers, and how teams and managers work together.

Volunteering

Volunteering is another great way to gain experience, try new things and give something back, whether for a few days or on a regular basis.

Live Parent Talks

Our live parent talks give parents a chance to get clear, practical support with the things that matter most during the teen years – from school and exams to wellbeing, friendships, online life and what comes after GCSEs and A levels – with time for questions too.

New talks are added regularly, shaped by what you tell us you'd like more support with, so you can stay in the loop via Eventbrite, social media or Parent Club.

All of our live talks are free for Parent Club members.

What's coming up:

Understanding apprenticeships

A clear, practical look at how apprenticeships work, the different levels available, and how they compare to university.

March
4.45 - 5.15pm

Book my place

Free for Parent Club members

Preparing for exams

How to help your teen revise well, manage pressure, and feel more confident going into exams.

Multiple dates
4.45 - 5.15pm

Book my place

Free for Parent Club members

Applying to university

What the process really involves, from open days and choosing courses to personal statements and meeting deadlines.

May
4.45 - 5.15pm

Book my place

Free for Parent Club members

Finding work experience

How teens can find meaningful work experience and why it matters so much for future applications.

June
4.45 - 5.15pm

Book my place

Free for Parent Club members

Preparing for results day

What happens on GCSE and sixth form results day, what the possible outcomes mean, and how to support your teen through it.

August
4.45 - 5.15pm

Book my place

Free for Parent Club members

Talking To Your Teen

It's not always easy to get teens talking – especially when it comes to their future.

They may feel unsure, overwhelmed, or simply not ready to have those conversations. But helping them reflect on what they enjoy, what they're good at, and where they might want to go can make a real difference.

As a parent or carer, you don't need to have all the answers. Creating a safe, open space to talk – and listening without pressure – is often the most valuable thing you can do.

Here are some of our favourite tips to help make these conversations easier and more productive.

1

Accept their idea of success may be different to yours

Their dreams and ambitions might not align with your ambitions for them. This can be disappointing, but let them walk their own path.

2

It's OK if they're not sure on a career route yet

They don't need to make that decision right now. They do need to develop skills that will help them progress, and that should be their focus.

3

Help them if they are struggling to look far ahead

Setting short-term, achievable goals will help them strive towards a long-term ambition.

4

It's OK if they change their mind!

Reassure them that if they tell you they have their heart set on one direction, then later change their minds, you won't berate them for it.

5

Encourage them to turn passions into money-makers

They're more likely to be successful (and happier) pursuing a career in something they enjoy.

6

Help them navigate their limitations

Not being academic should not be a barrier to success and there is usually more than one way to reach a destination.

7

Try not to make the decisions for them.

They have more options that you when you were their age. Your guidance is valuable, but the decision is theirs to make.

8

Let them explore careers that are interesting to them

This is especially relevant if you have a family tradition of all going into the same field of work or if you own a family business.

9

Encourage them to explore all their options

Help them plan out a route that focuses on their strengths. Different educational routes can often provide entry points into the same industry.

10

Empower them: they have control over their future

The decisions they take and what they do matters.

For more, join Parent Club

Morrisby

Is your child struggling to make decisions about their future?

Many parents are unsure about how best to support their child as they approach key choices at 15+. If this is you, you're not alone, and Morrisby, a leading provider of careers guidance, can help with their service for individuals.

These questions can help you reflect on your child's needs and your own confidence in guiding them.

About your child

- Is your child unsure about what they want to do next?
- Do they seem overwhelmed by the number of options available?
- Are they worried about making the "wrong" decision?
- Do they underestimate their own strengths or abilities?

About you, as a parent

- Do you feel unsure how best to support your child's decisions?
- Are today's education and career routes different from when you were at school?
- Do you worry about giving the wrong advice?
- Do you want to support your child without putting pressure on them?

Confidence and reassurance for you both

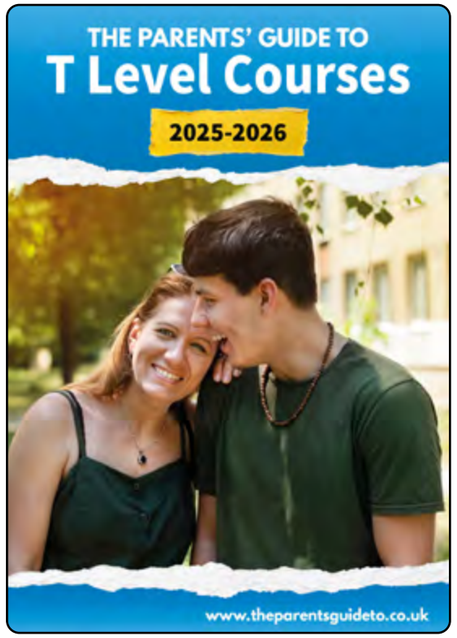
- Would you value independent, expert guidance to support your conversations?
- Do you want reassurance that your child's choices suit their strengths?
- Would clearer insight make family conversations about the future easier?
- What if your child could make informed decisions with confidence?

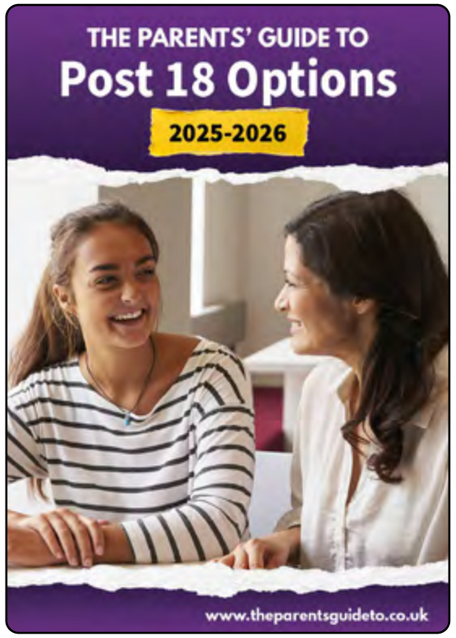
If you answered "yes" to any of these questions, Morrisby can help. Your child can gain access to Morrisby's careers guidance assessments, plus a 30-minute interview with a qualified career development professional.

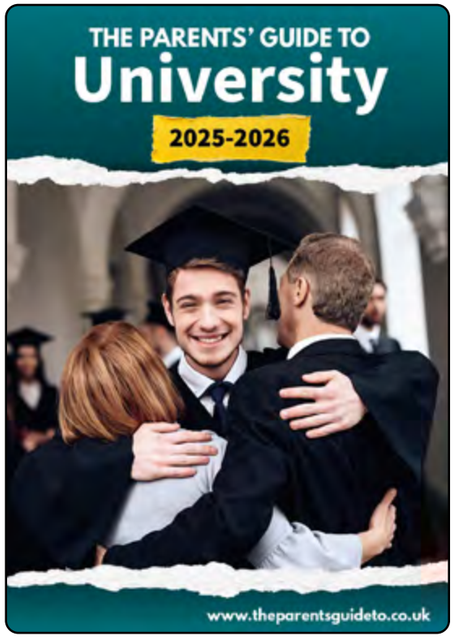
Morrisby Career Guidance

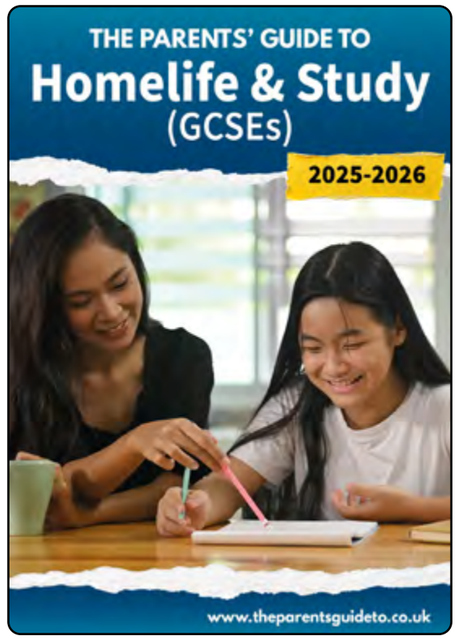
Find out more

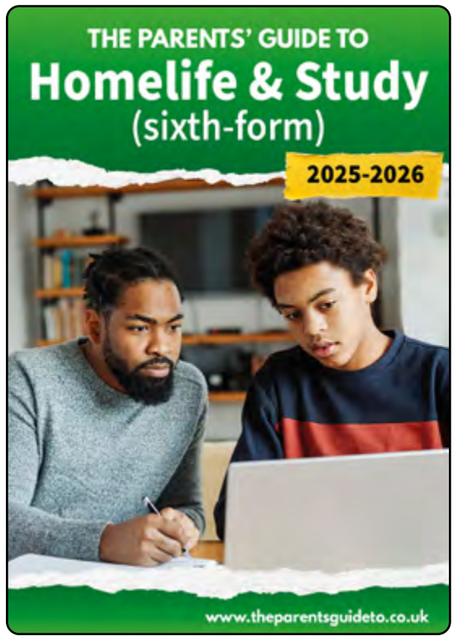
The Parents' Guide to:

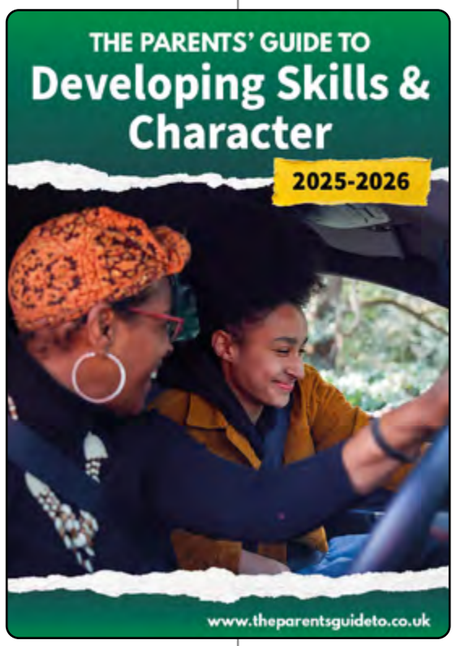


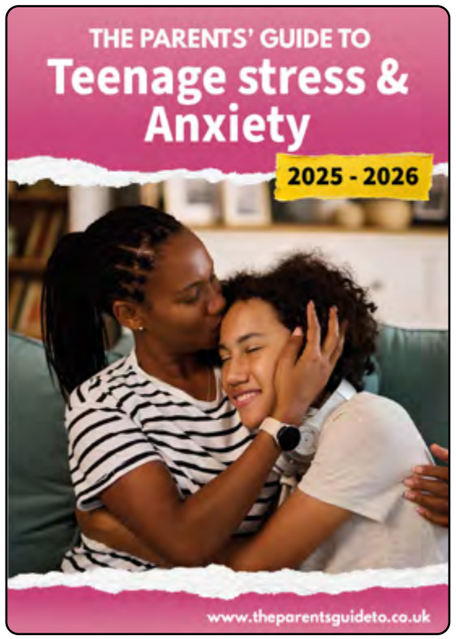












Parent Guides:

Our range of interactive guides provide you with easy to follow advice, hyperlinks to reliable sources and the most up-to-date information.

Shop now

Talking Futures

As a parent or carer, your role in your child's future is more important than you might think. Even when it feels like they're not listening, the small conversations you have with them about their interests, subjects and next steps really do matter.

Education and careers have changed since most of us were at school- newer options like T-levels, Higher Technical Qualifications (HTQs) and apprenticeships can feel like unfamiliar ground – even though they're opening doors to exciting, in-demand careers for young people. As a parent, you don't need to be an expert. You just need to be open to exploring what's out there – together with your child.

Talking Futures helps make those parent-child chats easier. It's a free resource created specifically for families to help you explore education and career options with your teen – without pressure, without jargon and without needing to know it all.

Rather than steering your child toward any particular route, Talking Futures helps you explore the full range of possibilities together.

Talking Futures provides:

- Explanations of post-16 and post-18 options in plain English
- Practical activities for families to explore careers together
- Prompts that take the awkwardness out of those important chats
- Ways to help your teen connect what they're learning now to real opportunities
- Support to keep discussions positive and pressure-free

Make everyday conversations count. Explore a range of free resources at **TalkingFutures.org.uk** to help your child find the path that's right for them.

Are you an educator looking to support parents and carers?

The Careers & Enterprise Company has free CPD and a suite of resources to effectively support parental engagement.

Find out more

THE CAREERS & ENTERPRISE COMPANY

THE PARENTS' GUIDE TO CAREERS

For NCW 2026

www.theparentsguideto.co.uk

The ELSA study: EarLy Surveillance for Auto-immune diabetes

Young Adults (Age 16-17) Information Leaflet

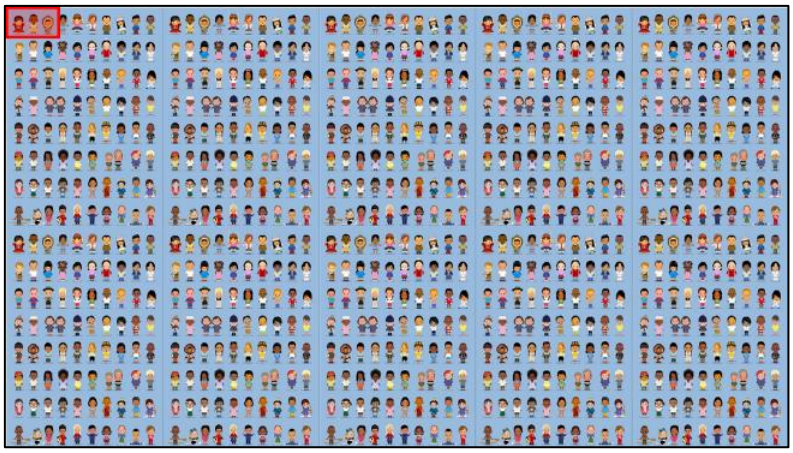
Invitation:

You are being invited to take part in a screening programme for type 1 diabetes.

This leaflet will give you more information about the ELSA study. You can also visit our study website for an online version of this information sheet: www.elsadiabetes.nhs.uk.

Part 1 - ELSA Summary:

The ELSA study is testing children and young adults (ages 2-17) using a finger stick blood test, to find markers in the blood (autoantibodies) that tell us your risk of getting type 1 diabetes in the future.

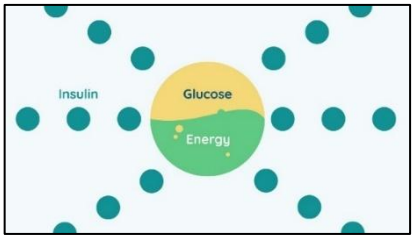


3 out of 1000 children and young adults will test positive for these antibodies, but we have no way of knowing which 3 this will be.

ELSA is the largest antibody screening programme for type 1 diabetes in the UK. Everybody that takes part in our study is helping us to understand more about type 1 diabetes for children at risk.

Part 2 – More about the ELSA study:

What is type 1 diabetes?



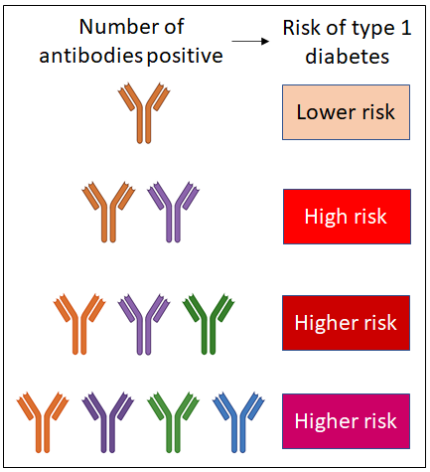
- Type 1 diabetes is a serious condition where the blood glucose (sugar) level is too high because the body cannot make a hormone called insulin.
- This happens when the body's immune system attacks the cells in the pancreas that make the insulin, meaning no insulin can be made.
- Antibodies contribute to this process.

- We all need insulin to live. It does an essential job. It allows the glucose in our blood to enter our cells and fuel our bodies.

Around the world, research studies are screening children and young adults for type 1 diabetes, so that we can find those at risk before they become unwell.

What does the ELSA study involve?

The ELSA study is testing children and young adults for antibodies, to find those at high risk of developing type 1 diabetes in the future. The ELSA study is testing for 4 different antibodies called IAA, IA2, ZnT8 and GAD. As the number of antibodies a person has rises, this increases their risk of developing type 1 diabetes in the future.



The ELSA study wants to find those with antibodies so that we can help sooner by:

- Stopping high risk children and young adults from becoming too unwell, by starting treatment sooner.
- Offer further research studies that monitor children's and young adults risk over time.
- Trial new treatments which aim to delay the start of type 1 diabetes.

The ELSA study is the largest antibody screening programme for type 1 diabetes in the UK. Every family that takes part in our study is helping us to understand more about type 1 diabetes for those at risk.

What will happen if I agree to take part in the screening programme?

If you decide to enrol in the ELSA study, we will first check you are eligible for the study, and then you will need to complete a consent form. After this, you will need to fill out some study forms to provide your details and your demographic details, including your age, sex at birth, ethnicity and relevant medical history.

Step 1 – Finger stick blood test:

- The finger stick blood test can be done from home, at school, college or at the GP surgery. This is the first screen to see if you have type 1 diabetes antibodies.
- **Antibody negative test:** If you test negative, this means you do not have antibodies and are currently at low risk of developing type 1 diabetes. You will not need any further tests in the ELSA study (99 in 100 children and young adults will screen negative). Those with a family history of type 1 diabetes are at increased risk of developing type 1 diabetes in the future. Therefore, regardless of the outcome of the autoantibody results from the ELSA study, we encourage you and your family to look out for the symptoms of type 1 diabetes, including excess thirst, passing urine more frequently, weight loss and excessive fatigue.
- **Antibody positive test:** If you test positive, this means you have antibodies on this first screen and will need a venous blood test at the hospital to confirm this. The list of follow-up testing sites can be found on our website: https://www.elsadiabetes.nhs.uk/study-sites. We would expect families to travel no more than 30-50 miles for further testing, however in some small cases you may be asked to travel further (up to 100 miles). We can cover your travel costs, if you are able to provide evidence of your travel, such as receipts.

Step 2 – Venous blood test:

- 1 in 100 children and young adults in our study will need the venous blood test. We will take up to 1 tablespoon of blood (up 15ml) depending on your age. This is to test for the antibodies which are specific for type 1 diabetes. We will also test your HbA1c, which is the average blood sugar level from the last 3 months.
- **Antibody negative test:** If you test negative on the venous blood test, we will not need to do any more tests in the ELSA screening programme (step 4-6).
- **1 antibody positive test:** If you test positive for 1 antibody, this means you are at some risk of developing type 1 diabetes in the future. You and your family will be invited to an education session to explain what this means (step 4-6).
- **2 or more antibody positive test:** If you test positive for 2 or more of the antibodies, this means you will almost certainly develop type 1 diabetes. Your will therefore need some more blood tests (step 3-6).
- **HbA1c -** We will let you and your GP know the result and if you would benefit from any further testing.

Step 3 – Oral glucose tolerance test (more venous blood tests)

- If you have **2 or more antibodies**, you will need to have some more blood tests to see if insulin needs to be started straight away. The amount of blood will depend on your age but may be 2-4 tablespoons or 30-60ml.
- You will need to fast overnight and then will be cannulated so that blood can be taken at six time points over 3 hours. You will also be given a glucose drink for this test.
- This test will be done at the hospital, and we can cover your travel expenses and can offer accommodation for you and your parent / legal guardian. The study team will refer you into the diabetes service if clinically necessary.

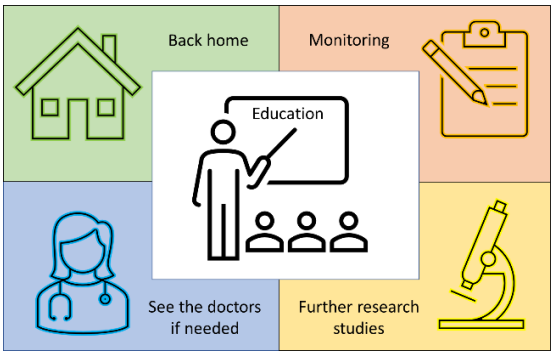
Step 4 – Screening results and Study questionnaire

- It can take up to 6 weeks to process your ELSA study results. The study team will inform you of your screening test results as soon as they are available. If you are negative, you will receive a text message and an email/letter, depending on your contact preferences. You will also receive some information about what this negative result means. We will also send a letter addressed to your parent / legal guardian (c/o yourself) that you can share if you wish.
- If you are positive, the study team will call you and send an email/letter to explain what the next steps are. We will also send a letter addressed to your parent / legal guardian (c/o yourself) that you can share if you wish.
- With your consent, we will inform your GP of the antibody result by letter, so that your risk status can be included in NHS clinical systems to help in the future.
- Once you have received your result, we will ask you to fill in a study questionnaire to understand any worries you may have.

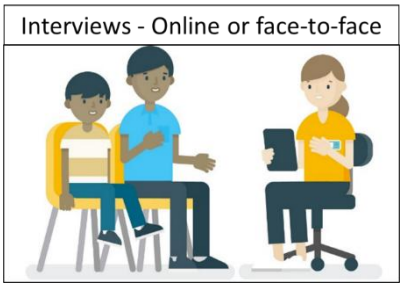
Step 5– Education

All families who take part in the study will have access to educational material from our study website. If you test positive for antibodies, you and your family will also be invited to an education session to help you understand what this means for your future. The education sessions will be held online and/or in-person. The education session will tell you about:

- The signs and symptoms of type 1 diabetes to look out for.
- Research studies you may be eligible for, testing new treatments that could delay the start of type 1 diabetes (with your consent).
- Families who attend the education session will be asked to complete a final study questionnaire afterwards



Step 6 – Interviews



- You can then take part in an interview study, to tell us how you found the screening programme and suggest areas for improvement.
- We want to hear from you and those parents of young children who have received positive or negative screening results.
- We will ask for your views on current and future treatments relating to type 1 diabetes. As these treatments are not being offered to you as part of the ELSA study this information will help us to understand how you feel about these treatments should they become available.
- The interview(s) will be audio-recorded. **You can choose if they want to take part in these or not.** You can consent for the interview study at the end of the screening programme. Audio recordings will be transcribed by a third-party transcription company, AD Transcription. We will remove all of your personal details so you cannot be identified. We will have a data sharing agreement in place between The University of Birmingham and AD transcription services.
- The interview can be held at a convenient time for you on Zoom, by telephone call or in-person. You can stop the interview or take a break anytime.
- The study team will let you know if you have been selected to come for interview. We are sampling to ensure we have diverse representation.

Optional - Genetic testing to understand causes, prognosis and mechanism of diabetes and related disorders.
If you consent to donating blood samples from the blood spot, you can also choose to consent to a sample being collected to extract and examine the genetic material (Deoxy-Ribonucleic Acid (DNA)). This DNA study will be used to understand what and how genes can contribute to diabetes and will not provide any specific information relevant to you. Therefore, whilst these results will not be fed back to you or your family, they can help understand diabetes genetics at a population level.

We will only study genes related to diabetes and not any other genes in the DNA. These will be analysed anonymously at the end of the study to help us understand the contribution of genetic information to predicating type 1 diabetes risk

The testing of these samples will be undertaken at the University of Birmingham and/or the University of Exeter. You will also be asked to consent if you are happy for your samples be stored and used for ethically approved research studies in the future. Any remaining samples at the end of the study will either by destroyed or transferred to an ethically approved NIHR biorepository.

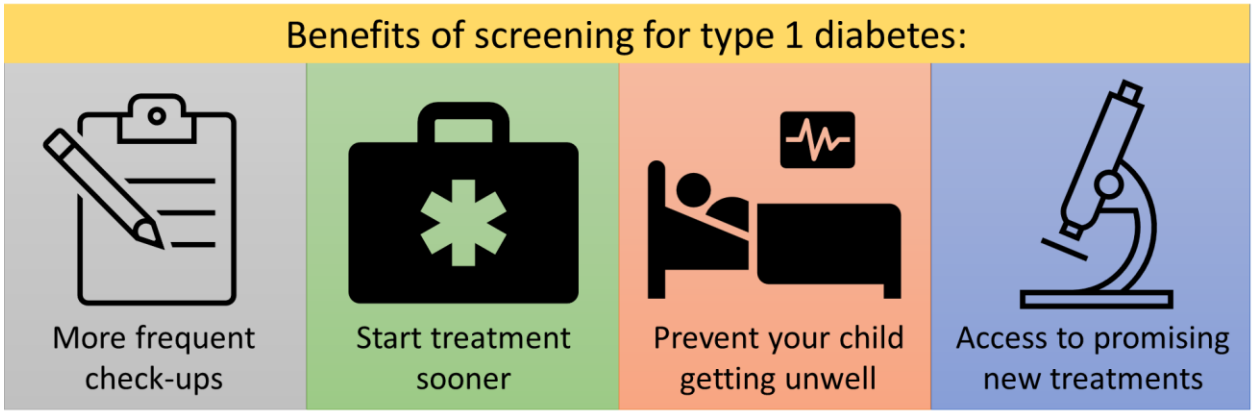
If you decide to withdraw from the study, you can request that my samples and clinical data are retained, or that your samples are destroyed if not already processed. Clinical data up to the point of collection may still be used however following withdrawal from The ELSA Study; no new information about yourself will be added to the research database, and you will not be contacted again.
All HbA1c and venous samples once processed at local sites will be disposed of in line with Human Tissue Act 2004.

Who can take part in the ELSA study screening programme?

- Children and young adults aged 2-17 years can take part in the ELSA Study screening programme.
- Children and young adults with a diagnosis of type 1 diabetes are not eligible to take part in the ELSA Study.

What are the benefits of taking part in the ELSA study screening programme?

In this study, you can find out your risk of developing type 1 diabetes in the future. For those who are at high risk, finding out early gives us the chance to follow you up closely and start treatment sooner, before you become unwell. There is also the chance to enter research studies, testing promising treatments to delay the start of type 1 diabetes. This is not possible without screening.



The earlier we screen, the more opportunity we have to intervene.

What are the risks of taking part in the ELSA study screening programme and how will we reduce these risks?

Risks from taking part in the ELSA study	**How will we reduce these risks?**
Discomfort from the blood tests.	The finger stick blood test is quick and easy. We will only do the venous blood tests if we need to. We can use numbing creams and experienced professionals which will minimise the discomfort for you.
Finding out you are at high risk.	The ELSA Study team are available to support families with this information and will explain what the next steps are.
No screening test is 100% accurate.	The screening test used in the ELSA Study has been validated and undergone rigorous testing. Monitoring is important to look at these antibodies over time.

Why screen when there is no cure?	We are working towards preventative treatments and are looking to find those at high risk to help them and others in the future.
The questionnaire and interview may include sensitive topics.	The ELSA study team will support you with these and you can choose to stop the questionnaire or the interview or take a break from them at anytime. The ELSA study team can refer you to your GP if we felt this would be helpful to further support you and your family.

What if I do not want to take part in the ELSA study screening programme?

Taking part in the screening programme is entirely voluntary and if you choose not to take part in the screening programme, this will not affect your routine care in anyway. However, parents/guardians can still take part in the ELSA study interview, to tell us your thoughts and concerns about screening for type 1 diabetes. Your views will not be judged or challenged; we really want to hear a wide range of perspectives. You can let us know on the eligibility form if you would like to do the study interview only and then we will take consent for this and arrange the interview at a convenient time for you.

Who can take part in the ELSA study interviews?

- You, as a young adult age 16-17 can participate
- Your parents can participate if you agree; Up to two parents/guardians can take part in the interview.

How do I register to take part/how do I enrol on the ELSA study?

Taking part is a three-step process and you complete these 3 forms online:

- Step 1 – Eligibility form – tell us here if you want to do the screening programme,
- Step 2 – Consent Form.
- Step 3 – Personal and clinical details form.

The online consent process is via REDCap forms. There is no option to consent outside of REDCap. You can choose home testing or community testing (we will provide you with instructions and support for either option).

How will we use information about you?

We will need to use information you provide for this research project.

This information will include your

- Name, date of birth, ethnicity, gender and contact details (email, phone number and address).
- Family history of type 1 diabetes and if you have coeliac disease or thyroid disease.
- Your GP contact details – this is to inform your GP of your screening test result.
- Your NHS number (or Community Health Index (CHI) number in Scotland) – this is optional and will be used for longer term follow-up with your consent. This helps us to understand the impact of screening for type 1 diabetes.

People will use this information to do the research or to check your records to make sure that the research is being done properly. People who do not need to know who you are will not be able to see your name or contact details. Your data will have a code number instead.

We have a data sharing and confidentiality agreement with Firetext and DOCmail. We are using Firetext to send you text messages to inform you about the study processes and if you have a negative antibody result; this means, we will share your mobile phone number with Firetext with your consent. We are using DOCmail to send a letter with your results to your GP; this means we will share your postal address with DOCmail with your consent. The Firetext and DOCmail systems are GDPR compliant and subject to robust security processes. Data is held within an integrated platform and will never be shared with third parties within or outside of the UK.

Any audio transcripts from the study interviews, will be transcribed by an external provider (AD transcription services), with whom the University of Birmingham has a contractual and data processing agreement in place. Transcripts will be coded after checking the transcription for accuracy.

This study has been reviewed by the Wales REC 4 Research ethics committee. The University of Birmingham is the Sponsor of the study. The University of Birmingham are responsible for looking after your information.

We will keep all information about you safe and secure:

- Your personal details will be stored securely in the REDCap database.
- Your screening test samples will be transferred to the University of Birmingham Clinical Immunology Service, where these samples will be stored for the duration of the study and 10 years following this.
- Your screening result will be stored on NHS clinical systems (with your consent).

International Transfers

We may share or provide access to anonymised data / samples about you outside the UK for research related purposes for collaborative, ethically approved research. If this happens, we will only share the data that is needed. We will also make sure you can't be identified from the data that is shared where possible.

We will make sure your data is protected. Anyone who accesses your data outside the UK must do what we tell them so that your data has a similar level of protection as it does under UK law. We will make sure your data is safe outside the UK by doing the following:

- we need other organisations to have appropriate security measures to protect your data which are consistent with the data security and confidentiality obligations we have. This includes having appropriate measures to protect your data against accidental loss and unauthorised access, use, changes or sharing

How will we use information about you after the study ends?

Once we have finished the study, we will keep some of the data so we can check the results. We will write our reports in a way that no one can work out that you took part in the study. The anonymised data will be published at international scientific meetings/journals, but this will all be anonymised.

If you agree to take part in this study, you will have the option to take part in future research using your data and samples saved from this study. We will ask you on the consent form if you agree to this.

We will keep your study data for a maximum of 10 of years. The study data will then be fully anonymised and securely archived or destroyed.

What are your choices about how your information is used?

You can choose to consent to the following parts of the ELSA study (these are optional and not required for you to take part in the ELSA study):

- Using your anonymised samples for further research studies, around the world for collaborative, ethically approved research.
- Contacting you and your parent / legal guardian about the qualitative interviews and inviting you to complete a feedback form at the end of the study.
- Contacting you about future research studies you could take part in, relevant to your screening test results.
- Providing us with your NHS number for long-term follow-up (10 years) of your medical records – this follow-up will not require any contact or appointments for you.
- You can stop being part of the study at any time, without giving a reason, but we will keep information about you that we already have. This is because we need to manage your data in specific ways for the research to be reliable. This means that we won't be able to let you see or change the data we hold about you. If you agree to take part in this study, you will have the option to take part in future research using your data saved from this study.

Where can you find out more about how your information is used?

You can find out more about how we use your information, including the specific mechanism used by us when transferring your personal data out of the UK:

- On our website: www.elsadiabetes.nhs.uk.
- By asking one of the research team
- By sending an email to elsa@contacts.bham.ac.uk
- By ringing us on 0121 414 7814.
- By sending an email to the University of Birmingham's Data Protection Officer at dataprotection@contacts.bham.ac.uk.

What if there is a problem?

- If you have any concerns about the study, please contact the study team: elsa@contacts.bham.ac.uk.
- If you are unhappy with their response or wish to make a complaint, you can contact the sponsor's independent representative Rebecca Case at researchgovernance@contacts.bham.ac.uk.
- If you have any concerns about your data or wish to make a complaint about the way your data was handled, you can contact the University of Birmingham's Data Protection Officer at Dataprotection@contacts.bham.ac.uk

Frequently Asked Questions:

1. **Who is leading, insuring and funding the study?** The ELSA study is being led by the University of Birmingham, and funded by Diabetes UK and the Juvenile Diabetes Research Foundation.

   The University has in place Clinical Trials indemnity coverage for this trial, which provides cover for harm which comes about through the University's, or its staff's, negligence in relation to the design or management of the trial and may alternatively, and at the discretion of the University provide cover for non-negligent harm to participants.

The NHS has a duty of care to its patients, in the event of clinical negligence being proven, compensation will be available via the NHS indemnity.

2. **How have patients and the public been involved in this study?** We have worked with parents and young people to inform the design of our study.
3. **Who has reviewed this study?** This study is sponsored and insured by the University of Birmingham. The study has been reviewed and given a favourable opinion by an independent NHS research ethics committee, Wales REC 4.
4. **Are there any financial costs to me for taking part, and are there any rewards or payments for taking part in this study?** We will reimburse any reasonable travel expenses you incur for this study, once we have received evidence of your travel. If you prefer to receive and complete the physical paperwork, we will send you the forms and provide pre-paid envelopes for you to return them to us. There are no rewards for participation in this study, but we are very grateful to the families who take part in this study and give their time to support our research.

What happens next if you want to take part in the ELSA study?

1. Complete the 3-step online consent process, or contact us by email: elsa@contacts.bham.ac.uk or by phone: 0121 414 7814. Between 9-4pm
2. Visit our study website: www.elsadiabetes.nhs.uk for more information.

Thank you for your interest in the ELSA study.

Friday 6 February 2026

Dear Parent/Carer,

Researchers at the University of Birmingham are conducting the ELSA study. We are writing to you because as a parent/carer of a child or young adult aged 2-17 years, your child is invited to take part.

The ELSA study is screening children, aged 2-17 years to find out their risk of getting type 1 diabetes. This is a simple finger stick blood test at your child's school. We are offering the screening at your child's school on Thursday 12 March 2026.

Children at high risk can be monitored and could enter research studies aiming to delay the start of type 1 diabetes. Every family who takes part in the ELSA study is helping us to understand more about type 1 diabetes.

We enclose the parent's information leaflet for this study with this letter. You can also access an online version of this information here: www.elsadiabetes.nhs.uk or scan the QR code below.

If you would like to take part or to find our more information, please visit our website, fill in the eligibility form: https://redcap.link/The_ELSA_Study, or scan the QR code below. If you have any questions, please contact the ELSA study team by email, phone or on our website. You can also contact the study team by email or phone for online or postal consent options. If you decide you are not interested in this study, you do not need to do anything further.

Yours sincerely,

The ELSA study team

ELSA Study Team:

Website: www.elsadiabetes.nhs.uk

Phone: 0121 414 7814 (9-5pm).

Email: elsa@contacts.bham.ac.uk

Address: ELSA study team, Ground Floor, Institute of Translational Medicine, Heritage Building, Mindelsohn Way, Birmingham, B15 2TH

Scan to find out more:

Scan to take part in the study:

The ELSA study: EarLy Surveillance for Auto-immune diabetes

Parent's and Carer's information leaflet

Invitation:

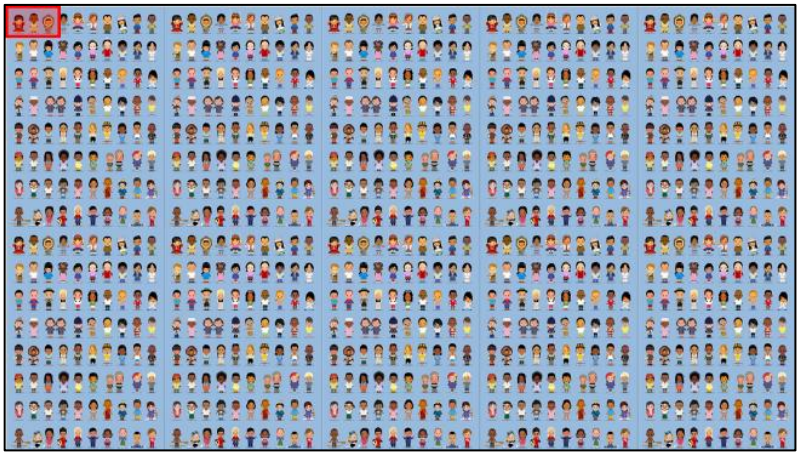
As a parent or carer, of a child aged 2-15years, your child is invited to take part in a screening programme for type 1 diabetes.

This leaflet will give you more information about the ELSA study. You can also visit our study website for an online version of this information sheet: www.elsadiabetes.nhs.uk.

Part 1 - ELSA Summary:

The ELSA study is testing children using a finger stick blood test, to find markers in the blood (autoantibodies) that tell us your child's risk of getting type 1 diabetes in the future.

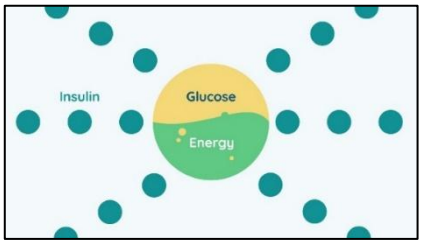
3 out of 1000 children will test positive for these antibodies, but we have no way of knowing which 3 children this will be.



ELSA is the largest antibody screening programme for type 1 diabetes in the UK. Every family that takes part in our study is helping us to understand more about type 1 diabetes for children at risk.

Part 2 – More about the ELSA study:

What is type 1 diabetes?

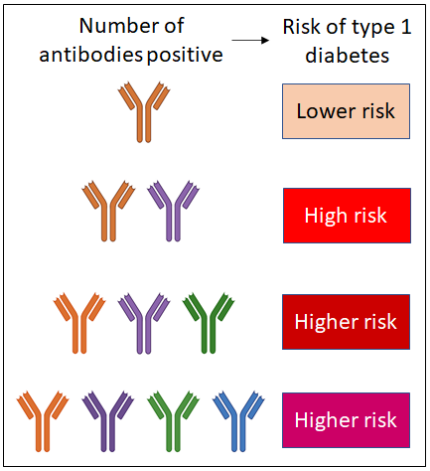


- Type 1 diabetes is a serious condition where the blood glucose (sugar) level is too high because the body cannot make a hormone called insulin.
- This happens when the body's immune system attacks the cells in the pancreas that make the insulin, meaning no insulin can be made.
- Antibodies contribute to this process.
- We all need insulin to live. It does an essential job. It allows the glucose in our blood to enter our cells and fuel our bodies.

Around the world, research studies are screening children for type 1 diabetes, so that we can find children at risk before they become unwell.

What does the ELSA study involve for your child?

The ELSA study is testing children for antibodies, to find those at high risk of developing type 1 diabetes in the future. The ELSA study is testing for 4 different antibodies called IAA, IA2, ZnT8 and GAD. As the number of antibodies a child has rises, this increases their risk of developing type 1 diabetes in the future.



The ELSA study wants to find children with antibodies so that we can help sooner by:

- Stopping high risk children from becoming too unwell, by starting treatment sooner.
- Offer further research studies that monitor children's risk over time.
- Trial new treatments which aim to delay the start of type 1 diabetes.

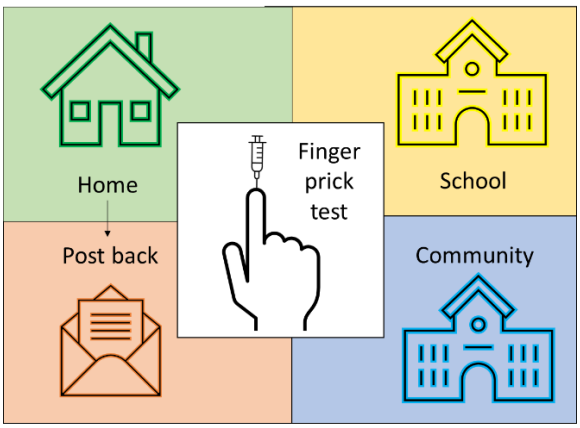
The ELSA study is the largest antibody screening programme for type 1 diabetes in the UK. Every family that takes part in our study is helping us to understand more about type 1 diabetes for children at risk.

What will happen if I agree for my child to take part in the screening programme?

If you decide to enrol your child in the ELSA study, we will first check your child is eligible for the study and then you will need to complete a consent form for your child to take part. After this, you will need to fill out some study forms to provide your contact details and your child's demographic details, including your child's age, sex at birth, ethnicity and relevant medical history.

Step 1 – Finger stick blood test:

- The finger stick blood test can be done from home, at school, or at the GP surgery. This is the first screen to see if your child has type 1 diabetes antibodies. Please note, if your child is tested at school, the parent will not be present at the time of testing.
- **Antibody negative test:** If your child tests negative, this means your child does not have antibodies and are currently at low risk of developing type 1 diabetes. Your child will not need any further tests in the ELSA study (99 in 100 children will screen negative). Children with a family history of type 1 diabetes are at increased risk of developing type 1 diabetes in the future. Therefore, regardless of the outcome of the autoantibody results from the ELSA study, we encourage families to look out for the symptoms of type 1 diabetes, including excess thirst, passing urine more frequently, weight loss and excessive fatigue.

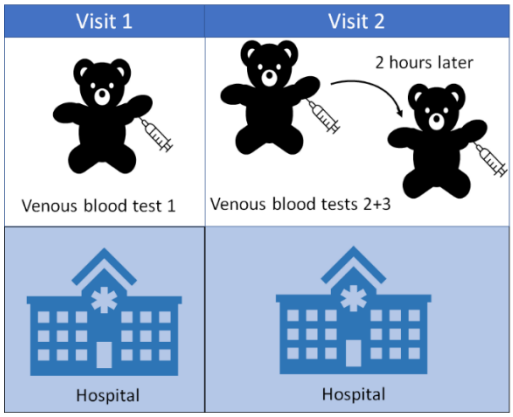


- **Antibody positive test:** If your child tests positive, this means your child has antibodies on this first screen and will need a venous blood test at the hospital to confirm this. The list of follow-up testing sites can be found on our website: https://www.elsadiabetes.nhs.uk/study-sites. We

would expect families to travel no more than 30-50 miles for further testing, however in some small cases you may be asked to travel further (up to 100 miles). We can cover your travel costs, if you are able to provide evidence of your travel, such as receipts.

Step 2 – Venous blood test:

- 1 in 100 children in our study will need the venous blood test. We will take up to 1 tablespoon of blood (up 15ml) depending on the age of your child. This is to test for the antibodies which are specific for type 1 diabetes. We will also test your child's HbA1c, which is the average blood sugar level from the last 3 months.
- **Antibody negative test:** If your child tests negative on the venous blood test, we will not need to do any more tests in the ELSA screening programme (step 4-6).
- **1 Antibody positive test:** If your child tests positive for 1 antibody, this means your child is at some risk of developing type 1 diabetes in the future. You and your family will be invited to an education session to explain what this means (step 4-6).
- **2 or more Antibody Positive test:** If your child tests positive for 2 or more of the antibodies, this means your child will almost certainly develop type 1 diabetes. Your child will therefore need some more blood tests (step 3-6).
- **HbA1c -** We will let you know the result and if your child would benefit from any further testing.



Step 3 – Oral glucose tolerance test (more venous blood tests)

- If your child has **2 or more antibodies**, your child will need to have some more blood tests to see if insulin needs to be started straight away. The amount of blood will depend on the age of the child but may be 2-4 tablespoons or 30-60ml.
- Your child will need to fast overnight, and then will be cannulated so that blood can be taken at six time points over 3 hours. Your child will also be given a glucose drink for this test.
- This test will be done at the hospital and we can cover your travel expenses and can offer accommodation for you and your child. The study team will refer your child into the children's diabetes service if clinically necessary and will call you to discuss this.

Step 4 – Screening results and Study questionnaire

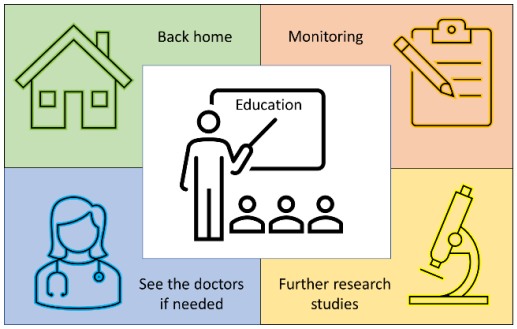
- It can take up to 6 weeks to process your child's ELSA study results. The study team will inform you of your child's screening test results as soon as they are available. If your child is negative, you will receive a text message and an email/letter, depending on your contact preferences. You will also receive some information about what this negative result means.
- If your child is positive, the study team will call you and send an email/letter to explain what the next steps are.
- With your consent, we will inform your child's GP of the antibody result by letter, so that your child's risk status can be included in NHS clinical systems to help in the future.
- Once you have received your child's result, we will ask you and your child to fill in a study questionnaire to understand any worries you may have.
- As a parent/guardian you will be invited to complete 2 questionnaires. Children aged over 8 years will also be invited to complete a study questionnaire. For children aged under 8 years, the parent/guardian will be asked the following three questions: 'do you feel your child is displaying

signs of anxiety or distress', 'are they isolated' and 'are they unusually animated'? The questionnaires will be used to measure psychological distress in the family and to inform whether a consultation with a psychologist is required. If psychological distress is identified in the child, the family will be offered an optional appointment with a Psychologist and child's GP will be notified that a referral to the psychologist has been made.

Step 5– Education

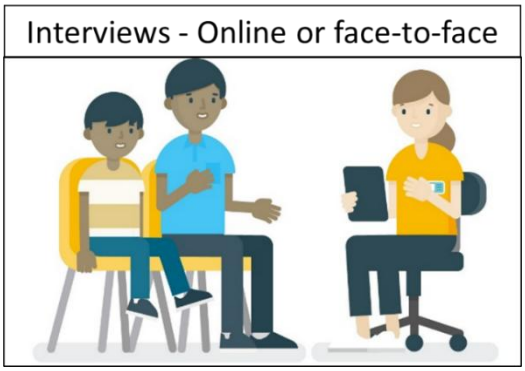
All families who take part in the study will have access to educational material from our study website. If your child tests positive for antibodies, you and your family will also be invited to an education session to help you understand what this means for your child's future. The education sessions will be held online and/or in-person. The education session will tell you about:

- The signs and symptoms of type 1 diabetes to look out for.
- Research studies your child may be eligible for, testing new treatments that could delay the start of type 1 diabetes (with your consent).
- Families who attend the education session will be asked to complete a final study questionnaire afterwards.



Step 6 – Interviews

- Parents can then take part in an interview study, to tell us how you found the screening programme and suggest areas for improvement.
- We want to hear from parents of children who have received positive or negative screening results.
- We will ask for your views on current and future treatments relating to type 1 diabetes. As these treatments are not being offered to you as part of the ELSA study this information will help us to understand how you feel about these treatments should they become available.
- The interview(s) will be audio-recorded. Parents can choose if they want to take part in these or not. You can consent for the interview study at the end of the screening programme. Audio recordings will be transcribed by a third-party transcription company, AD Transcription. We will remove all of your personal details so you cannot be identified. We will have a data sharing agreement in place between The University of Birmingham and AD transcription services.
- The interview can be held at a convenient time for you on Zoom, by telephone call or in-person. You can stop the interview or take a break anytime.
- The study team will let you know if you have been selected to come for interview. We are sampling to ensure we have diverse representation.



Optional - Genetic testing to understand causes, prognosis and mechanism of diabetes and related disorders.
If you consent to your child donating blood samples from the blood spot, you can also choose to consent to a sample being collected to extract and examine the genetic material (Deoxy-Ribonucleic Acid (DNA)). This DNA study will be used to understand what and how genes can contribute to diabetes and will not provide any specific information relevant to your child. Therefore, whilst these results will not be fed back to you, they can help understand diabetes genetics at a population level.

We will only study genes related to diabetes and not any other genes in the DNA. These will be analysed anonymously at the end of the study to help us understand the contribution of genetic information to predicating type 1 diabetes risk

The testing of these samples will be undertaken at the University of Birmingham and/or the University of Exeter. You will also be asked to consent if you are happy for your samples be stored and used for ethically approved research studies in the future. Any remaining samples at the end of the study will either by destroyed or transferred to an ethically approved NIHR biorepository.

If your child withdraws from the study, I can request that the samples and clinical data are retained, or that the samples are destroyed if not already processed. Clinical data up to the point of collection may still be used however following withdrawal from The ELSA Study; no new information about your child will be added to the research database, and I will not be contacted again.

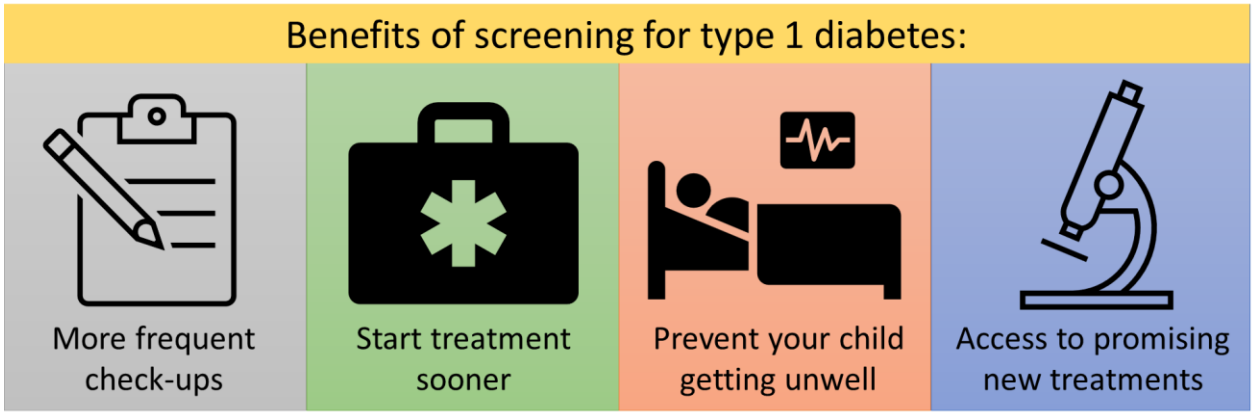
All HbA1c and venous samples once processed at local sites will be disposed of in line with the Human Tissue Act 2004.

Who can take part in the ELSA study screening programme?

- Children aged 2-17 years can take part in the ELSA Study screening programme.
- Children with a diagnosis of type 1 diabetes are not eligible to take part in the ELSA Study.

What are the benefits of taking part in the ELSA study screening programme?

In this study, you can find out your child's risk of developing type 1 diabetes in the future. For children who are at high risk, finding out early gives us the chance to follow them up closely and start treatment sooner, before they become unwell. There is also the chance to enter research studies, testing promising treatments to delay the start of type 1 diabetes. This is not possible without screening.



The earlier we screen, the more opportunity we have to intervene.

What are the risks of taking part in the ELSA study screening programme and how will we reduce these risks?

Risks from taking part in the ELSA study	How will we reduce these risks?
Causing my child discomfort from the blood tests.	• The finger stick blood test is quick and easy. • We will only do the venous blood tests if we need to. • We will use numbing creams and experienced professionals will minimise the discomfort for you and your child.
Finding out my child is at high risk.	• The ELSA Study team are available to support families with this information and will explain what the next steps are.
No screening test is 100% accurate.	• The screening test used in the ELSA Study has been validated and undergone rigorous testing. • Monitoring is important to look at these antibodies over time.
Why screen when there is no cure?	• We are working towards preventative treatments, and are looking to find children at high risk to help them and other children in the future.
The questionnaire and interview may include sensitive topics.	• The ELSA study team will support you with these and you can choose to stop the questionnaire or the interview or take a break from them at anytime. The ELSA study team can refer you to your GP if we felt this would be helpful to further support your family.

What if I do not want to take part in the ELSA study screening programme?

Taking part in the screening programme is entirely voluntary and if you choose not to take part in the screening programme, this will not affect yours or your child's routine care in anyway. However, parents/guardians can still take part in the ELSA study interview, to tell us your thoughts and concerns about screening for type 1 diabetes. Your views will not be judged or challenged; we really want to hear a wide range of perspectives. You can let us know on the eligibility form if you would like to do the study interview only and then we will take consent for this and arrange the interview at a convenient time for you.

Who can take part in the ELSA study interviews?

- Parents with a child aged 2-15 years can take part in the interview study.
- Up to 2 parents/guardians can take part in the interview.

How do I register to take part/how do I enrol on the ELSA study?

Taking part is a three-step process and you can complete these 3 forms online, in-person or by post:

- Step 1 – Eligibility form – tell us here if you want your child to do the screening programme,
- Step 2 – Consent Form(s). You can decide if you want your child to also complete an assent form.
- Step 3 – Personal and clinical details form.

The online consent process is via REDCap forms. There is no option to consent outside of REDCap. You can choose home testing or community testing (we will provide you with instructions and support for either option).

What if there is a problem?

- If you have any concerns about the study, please contact the study team: elsa@contacts.bham.ac.uk.
- If you are unhappy with their response or wish to make a complaint, you can contact the sponsor's independent representative Rebecca Case at researchgovernance@contacts.bham.ac.uk.
- If you have any concerns about your data or wish to make a complaint about the way your data was handled, you can contact the University of Birmingham's Data Protection Officer at Dataprotection@contacts.bham.ac.uk

Data management:

You and your child's data will be stored confidentially in line with the Data Protection Act 2018 and General Data Protection Regulations (GDPR). We will keep all information about you safe. Your personal details will be stored securely in the REDCap database. Your child's screening test samples will be transferred to the screening centres' University of Birmingham Clinical Immunology Service, where these samples will be stored for the duration of the study and 10 years following this. Your child's screening result will be stored on NHS clinical systems (with your consent).

You can choose to consent to the following parts of the ELSA study (these are optional and not required for your child to take part in the ELSA study):

- Using your child's anonymised samples for further research studies, around the world for collaborative, ethically approved research.
- Contacting you about the qualitative interviews and inviting you to complete a feedback form at the end of the study.
- Contacting you about future research studies your child could take part in, relevant to their screening test results.
- Providing us with your child's NHS number for long-term follow-up (10 years) of your child's medical records – this follow-up will not require any contact or appointments for you or your child.

What personal information do we need for the study?

We will need to collect the following information from you and your child for this study:

- Name of parent/guardian, legal guardian status e.g. birth mother, step-mother, your contact details (email, phone number and address) and your age, ethnicity, gender and occupation.
- Name, age, ethnicity and gender of your child.
- Family history of type 1 diabetes and if your child has coeliac disease or thyroid disease.
- Your child's GP contact details – this is to inform your child's GP of their screening test result.
- Your child's NHS number (or Community Health Index (CHI) number in Scotland) – this is optional and will be used for longer term follow-up with your consent. This helps us to understand the impact of screening for type 1 diabetes.
- Childs Date of Birth

We will use this information to do the research or to check your data to make sure the research is being done properly. Your child will be assigned a code on entry into the ELSA Study. The study team will process and analyse data from the study using these codes rather than your child's personal

details. Study team members who do not need to know who you are will not be able to see your name or contact details.

We have a data sharing and confidentiality agreement with Firetext and DOCmail. We are using Firetext to send you text messages to inform you about the study processes and if your child has a negative antibody result; this means, we will share your mobile phone number with Firetext with your consent. We are using DOCmail to send a letter with your child's results to their GP; this means we will share your postal address with DOCmail with your consent. The Firetext and DOCmail systems are GDPR compliant and subject to robust security processes. Data is held within an integrated platform and will never be shared with third parties within or outside of the UK.

The audio transcripts from the study interviews, will be transcribed by an external provider (AD transcription services), with whom the University of Birmingham has a contractual and data processing agreement in place. Transcripts will be coded after checking the transcription for accuracy.

Once we have finished the study, we will keep some of the data so we can check the results. We will write our reports in a way that no one can work out that you took part in the study. The anonymised data will be published at international scientific meetings/journals, but this will all be anonymised. If you agree to take part in this study, you will have the option to take part in future research using your child's data and samples saved from this study. We will ask you on the consent form if you agree to this.

What are your choices about how we will use your information?

You can stop being a part of the study at any time, without giving reason, but we will keep information about you that we already have. This is because we need to manage your data in specific ways for the research to be reliable. This means that we won't be able to let you see or change the data we hold about you. If you agree to take part in this study, you will have the option to take part in future research using your data saved from this study.

Where can you find out more about how your information is used?

- On our website: www.elsadiabetes.nhs.uk.
- By emailing elsa@contacts.bham.ac.uk or phoning us on: 0121 414 7814.
- By sending an email to the University of Birmingham's Data Protection Officer at dataprotection@contacts.bham.ac.uk.

Frequently Asked Questions:

1. **Who is leading, insuring and funding the study?** The ELSA study is being led by the University of Birmingham, and funded by Diabetes UK and the Juvenile Diabetes Research Foundation.
   The University has in place Clinical Trials indemnity coverage for this trial, which provides cover for harm which comes about through the University's, or its staff's, negligence in relation to the design or management of the trial and may alternatively, and at the discretion of the University provide cover for non-negligent harm to participants.
   The NHS has a duty of care to its patients, in the event of clinical negligence being proven, compensation will be available via the NHS indemnity.

2. **How have patients and the public been involved in this study?** We have worked with parents and young people to inform the design of our study.

3. **Who has reviewed this study?** This study is sponsored and insured by the University of Birmingham. The study has been reviewed and given a favourable opinion by an independent NHS research ethics committee, Wales REC 4.
4. **Are there any financial costs to me for taking part, and are there any rewards or payments for taking part in this study?** We will reimburse any reasonable travel expenses you incur for this study, once we have received evidence of your travel. If you prefer to receive and complete the physical paperwork, we will send you the forms and provide pre-paid envelopes for you to return them to us. There are no rewards for participation in this study, but we are very grateful to the families who take part in this study and give their time to support our research.

What happens next if you want to take part in the ELSA study?

1. Complete the 3-step online consent process or contact us options, by email: elsa@contacts.bham.ac.uk or by phone: 0121 414 7814. Between 9-4pm
2. Visit our study website: www.elsadiabetes.nhs.uk for more information.

Further information

This study has been reviewed by the Wales REC 4 Research ethics committee.
The University of Birmingham is the Sponsor of the study.

Thank you for your interest in the ELSA study.

BBC

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ENTRIES CLOSE TUESDAY 31 MARCH AT 5PM

ARMED FORCES DAY

2026 Poster Design Competition

In tribute to the contribution our Armed Forces community make, the competition theme this year is the **90th Anniversary of Bomber Command.**

Important Information

Please attach your original design to the back of this entry form. You can use any medium including digital and your design can be portrait or landscape.

All entries **must** be received by **WEDNESDAY 8th APRIL 2026**

Entries can be posted to **Armed Forces Day 2026 Design Competition, Partnerships Team, North Kesteven District Council, Kesteven Street, Sleaford NG34 7EF** or **email to armedforces@n-kesteven.gov.uk**

The winning designs will be used to promote Armed Forces Day in North Kesteven. For more information on the International Bomber Command Centre, please visit **www.internationalbcc.co.uk**

Name		Age	
School/Contact details:		School Year	

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