

NEWSLETTER

FRIDAY 30TH JANUARY 2026



Preparation for life's journey

Dear Families,

In assembly last week we were discussing 'What are the pros and cons of having a mobile phone as a child?' after the recent DfE guidance on phones in schools and the discussion around social media age restrictions. Many of the older children felt that a phone for safety reasons such as when travelling to and from school was a positive aspect as well as for entertainment! However, we had lots of children thoughtfully consider the detrimental impact social media can have on mental health and how important it was to stay safe online. We will continue to explore this in our assemblies this week.

We are excited to show around the families from Corpusty School tomorrow when they visit. The pupils are keen to show them what a welcoming and lovely school we have here at Gresham Village.

Have a brilliant week,

Faye Herron and the Gresham Village School & Nursery Team

CELEBRATION ASSEMBLIES

Due to the Spring term being a very short one, Celebration Assemblies will take place in the last week before the Easter break. These will include all birthdays from January until March 27th. I have updated our dates for the term and attached these along with this newsletter but for clarity these will be:

Puffins and Starlings: Tuesday 24th March @ 2.45pm

Skylarks: Wednesday 25th March @3pm

Goldfinches and Kestrels: Thursday 26th March @2.45pm

WHAT HAS BEEN HAPPENING IN...



PUFFINS?

In Puffins Class, we have been working very hard over the past two weeks. In English, we have continued with our new book, *Grandpa's Gift*. We have explored using 'and' to connect two separate clauses and have been playing with using exclamation marks in sentences. Wow! In Maths, we have been working on our unit *Addition and Subtraction*. We have focused on, adding to a 1s, subtracting 1s, adding from a 10 and subtracting from a 10. In Science, we have continued our new unit *Using Materials*. We explored objects within the classroom, identifying the material they were made from, as well as properties those materials have. We looked at fancy words like transparent, flexible and fragile. In PSHE, we continued to explore our learning on the Zones of Regulation. We discussed what 'triggers' are and thought about our own triggers and how we can respect each other's triggers. In Geography, we have started our new unit *Coastlines*. We have explored staying safe at the coast and even made our own posters to display in the classroom. We have also explored the RNLI and how they rescue people in danger. We have really enjoyed this unit so far! In P.E, we have continued gymnastics and have been impressing Mrs Dunnett with our amazing gymnastics skills!



STARLINGS?

Starlings have been as busy as ever in class over the past two weeks. We have come to the end of *Charlotte's Web*, which the children thoroughly enjoyed. They should each have brought home their personal review of the book to share with you. Over the next two weeks, we are going to read a different book each day during story time. These will include a variety of fiction and non-fiction texts, as well as some poetry and traditional tales.

The children are blowing me away with their hard work in English and are really growing as writers, particularly in the way they are expanding their vocabulary and deepening their thinking. Please continue practising times tables at home, as this has such a huge impact on the children's maths learning in school.

We are also delighted to have won the Golden Dustpan Award for two weeks in a row for having the cleanest classroom!

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SKYLARKS?

In Skylarks, we are continuing with our 'Misty Mountains, Winding River' unit in geography, focusing on the features of mountains and various mountain ranges around the world. This week in writing, we are researching life in the stone age to support with our story writing unit. The children will be writing a historical fiction and will need some historically accurate details. In maths, we are finding efficient ways to multiply, before moving on to multiplying up to 3-digit numbers. Please support your child with learning their tables and related division facts at home, using traditional verbal and written methods. You can also use the White Rose 1 minute maths app and www.timestables.co.uk to help.

Our science unit is states of matter, where the children are learning how temperature can change the state of various materials through the processes of melting, evaporation, condensing and freezing.



GOLDFINCHES?

Dear Parents,

We have had a lovely start to the new year in Goldfinches. We have bikeability this week for some children and a few will be attending the rugby tournament in Holt on Thursday. In writing, we are creating our own myths based on 'Kai and the Monkey King' by Joe Todd Stanton. Year four children have started Length and Perimeter while Year fives are on our second unit on fractions. We have finished our Geography unit on 'Sow, Grow, Farm' and will start our RE unit on Eid next week.

Miss Crossley-Brown

WHAT HAS BEEN HAPPENING IN...



KESTRELS?

Kestrels have continued 2026 with great enthusiasm and maturity. Our work on polar landscapes has developed further as we explored the lives of the Inuit people, learning about their clothing, culture and traditions. We particularly enjoyed getting hands-on in Art, where the children carved Arctic animals from bars of soap, just as Inuit artists traditionally carve soapstone. In Maths, we have begun our introduction to algebra — a challenging new area, but one that the class is approaching with determination and curiosity. We are also continuing to enjoy our class novel, *Cogheart* by Peter Bunzl, an action-packed mystery set in a steampunk version of Victorian England. Next week, we look forward to the Tag Rugby competition in Holt and please also be aware that we will be beginning our block of Forest School lessons next Friday.

CAKE SALE

Thank you so much for all of your support at this week's cake sale! We raised just over £180! All of your donations, monetary and/or baked are so appreciated. The School Council will be asking their classes this week for a wish list and then in next week's meeting, we will put an order together.

Well done too to our brilliant School Council who did a great job of selling everything. We look forward to our next fundraising event (non-uniform day on Friday 13th February) where we hope to raise even more money for outdoor play equipment.



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

WHAT ARE THE RISKS?

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

POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

Meet Our Expert

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



#WakeUpWednesday

The National College