



Shurdington C of E Primary School

Be the **BEST** we can be, through love.

Believe Enjoy Succeed Together

Spring Term Newsletter - 30/01/2026

Dates For The Diary

05.02.26 School Prayers

05.02.25 Y5 Living Rain Forest Trip

09.02.26 Chelt LWT Finals

09.02.26 Y5 and 6 trip to Chosen Hill to watch 'Disney: Dare to dream'

WC 09.02.26 Bikeability for Y6

10.02.26 Young Minds Matter Parent Workshop 9-10

11.02.26 PTFA Disco (KS1 4:30pm and KS2 6pm)

13.02.26 Last day of Term 3 (normal finish time)

23.02.26 INSET day

24.02.26 First day of Term 4

26.02.26 Feet First Festival for Y3 and Y5

03.03.26 Parents Evening

04.03.26 Apple Class trip to Waterstones

05.03.26 School Prayers

05.03.26 Parents Evening

25.03.26 PTFA Colour Run

27.03.26 Last day of Term 4 **2:15 Finish**

13.04.26 INSET day

14.04.26 First day of Term 5

WC 11.05.26 Y6 SATs

22.05.26 Last day of Term 5

01.06.26 First day of Term 6

11.06.26 Sports Activity Day (no parents)

19.06.26 Sports Day (TBC) Parents invited

10.07.26 Summer Fete

17.07.26 Last day of Term 6 **2:15 Finish**

PTFA Disco

School discos are on 11th Feb - (KS1 4:30pm & KS2 6pm) please click the link below to purchase your child/rens tickets.

[Shurdy PTFA](#)

Visit our [website](#) to find out more about our school and your childrens learning.

Recently updated pages include:

- Holiday Club provision

"Love God and Love your neighbour as you love yourself" Matthew 22:37 and 39

OPAL Play

Despite the recent wet and unsettled weather, we are continuing to enjoy as much outdoor time as possible during break and lunch as part of our OPAL Play approach. The school field remains open for play in all seasons, and to help children make the most of these opportunities, we kindly ask that every child has adequate waterproofs and a pair of wellies in school. This ensures they can fully enjoy the outdoor space safely and comfortably, even when the ground is muddy. Please note that school uniform and school shoes are becoming muddy when pupils do not have, or choose not to wear, their waterproofs, so having these items in school is essential. Please ensure all items are clearly named and labelled so they can be easily identified. With the right clothing, the children can continue to enjoy their OPAL play to the fullest, whatever the weather!

February Half Term Holiday Club Provision

We're delighted to be returning this February Half Term, bringing our award-winning Atlas Camps Holiday Club back for another fun-filled week of childcare that children love and parents trust.

Our February Holiday Club is packed with engaging, age-appropriate activities designed to keep children active, smiling and inspired throughout the school holidays. From energetic sports and team games to creative challenges, themed activities and plenty of opportunities to make new friends, every day is carefully planned to be safe, inclusive and full of excitement. All sessions are delivered by our experienced, friendly team in your familiar school environment, giving you peace of mind whilst your little ones enjoy an unforgettable holiday experience.

We'd love to welcome your child along this February. Please see the attached flyer for full details, or visit atascamps.co.uk/holiday-clubs to find out more and book your place. We can't wait to see lots of familiar and new faces very soon!

Kind regards,

The Atlas Camps Team

PE Kit

We kindly ask that all parents ensure their child has the appropriate P.E. kit in school each week. This term, we are introducing our new P.E. scheme, 'Get Set for P.E', which places a strong focus on traditional sports such as football, rugby and hockey. As a result, pupils will be spending more time outside and regularly using the school field. Please be aware that kits are therefore likely to get muddier than in previous years. A reminder that Shurdington Primary's current P.E. kit consists of: a plain white T shirt, black shorts or leggings, trainers, and in colder weather, a plain black tracksuit or jumper for outdoor sessions. Thank you for your support in helping children arrive prepared and ready for active learning.

Bikeability Holiday Course

Gloucestershire County Council is offering Bikeability courses during the upcoming school holidays.

February Half-Term: Ashley Manor Prep School, 252 London Rd, Cheltenham, GL52 6NR

Easter Holidays: Bournside School, Warden Hill Road, Cheltenham, Gloucestershire, GL51 3EF

Course Details:

For children aged 9-14

2 x 2-hour sessions on consecutive days

Fully qualified, DBS-checked instructors

Small groups (1:3 ratio)

Cost: £10 per course

Perfect opportunity for kids to learn cycling skills during the holidays!

Booking form: <https://forms.office.com/e/vBSvziEEBk/>

Headlice

We have lots of reported cases of headlice in school at the minute, especially in the lower Key Stages.

Please can you check your childs hair and treat if needed to try and stop it spreading.

ParentPay

Please ensure accounts are kept up to date. Please can we remind you that bookings for Breakfast & ASC sessions must be made 48hrs in advance.

Dinner Menu Wk Comm 02/02/26

A	Cheese & Bean Pasty with New	Beef Burger with Cheese & Wedges	Roast Chicken	Chicken Enchilada Bake & Rice	Battered Fish & Chips
B	Tomato Pasta	Coconut Curry & Rice	Vegan Sausage	Jacket with Vegan Bolognaise	Mexican Bean Roll
C	Jacket Potato with Filling available daily				

Dinner Menu Wk Comm 09/02/26

A	Cheese & Tomato Pizza with New Potatoes	Meatballs with Rice	Roast Gammon	Chicken Curry & Rice	Fish Fingers & Chips
B	Vegetable Pasta Bake	Vegan Burger with Wedges	Quorn Roast	Macaroni Cheese	Cheese Whirl & Chips
C	Jacket Potato with Filling available daily				

Merits from 23rd January

Apple- Killian for fantastic concentration when working on the Piet Mondarin artwork.

Alfie for fantastic participation during phonics.

Andrew for trying really hard with his handwriting.

Willow- Jacob for all of your hard-work in English this week. Your descriptive writing has been fantastic and it is wonderful seeing you grow in confidence.

Quinn for your determination to increase your independence this week. Your writing has been fantastic and your confidence is growing everyday.

Acer- Rafael for excellent work in maths with super quick recall of his times tables.

MarlieRae for great focused work in maths and not giving up!

Sycamore- Maisy-May for starting the year enthusiastic towards her work and having resilience when faced with a challenge.

Berti for settling so well into Shurdington and for giving an interesting and confident speech to the class.

Cherry - Caleb, Parker, Cohen, & Ollie for their tireless effort and enthusiasm during our DT sewing project.

Elder - Rosa for her brilliant effort in English and for trying hard to use lots of fantastic writing features within her balanced argument.

Ted for his brilliant attitude towards his work in class and for trying hard to challenge himself to complete lots of tasks.

Eucalyptus - Poppy H for having a positive attitude to all learning since the start of the year, we are incredibly proud of the progress she is making.

Tamsin for always being consistent across all subjects and working hard at all times. A true role model and Prime Minister of our school.

GC from 23rd January

Apple- Orla for always ready for learning and trying really hard to give thoughtful responses.

Jacob for always being ready for learning.

Willow- Hotly for always ensuring our classroom is a wonderful place to be. We are lucky to have you in Willow class.

Acer- Ryan for being a wonderful, kind, friendly & helpful member of the class. We will miss your smile and fabulous sense of humour.

Archie for being really kind during forest school and sharing the equipment.

Sycamore- Kyrell for starting the year with a positive attitude and welcoming new children with kindness.

Cherry- Indy for his support and encouragement of everyone in Cherry class. He is a wonderful work partner & friend to all.

Elder- Toby for always being a polite and caring member of the class.

Eucalyptus - Rose for always having a mature attitude around school and in her studies. A super role model for all.

Merits from 30th January

Apple- Storm for making a fantastic contribution during Maths.

Chase for always working so hard in phonics.

Finneas for trying really hard during our group discussions.

Willow- Ella for your determination and hard work in phonics and reading this term. We are all SO proud of you!

Gracie for your incredible progress in phase 5 phonics. You are determined to recognise the sounds in words and have been working so hard. Well done!

Acer- Alex C for applying her general knowledge well in class and always smiling.

Leilani for working so hard and giving her best to all tasks. What a Star!

Sycamore- Josh for listening well and asking thoughtful and interesting questions when we had our Humanist visitor.

Luke for returning to school with a positive ready to learn attitude. It is lovely to welcome you back Luke.

Cherry - Imogen for simply being wonderful! She tries so hard to be the absolute best she can be in all areas of the curriculum.

Shayla for giving 100% effort in everything she does. She has grown in confidence recently and we are seeing great progress.

Elder - Roman for his fantastic balanced argument on deforestation in the Amazon rainforest.

Eucalyptus - Arthur for making super progress and working well to time restraints. Keep up the good work.

Phoebe for developing her understanding of mathematical techniques and Y6 arithmetic.

GC from 30th January

Apple- Roman for being a kind and polite member of our class.

Ezra for always being there for a friend.

Willow- Marley for ALWAYS being such a fantastic member of Willow class. You are a role model for following the 3Bs and ensuring our classroom is a wonderful place to be. Thank you Marley.

Acer- Winnie for showing our value this term of perseverance when working in Maths.

Sycamore- Henry for always being a respectful and thoughtful member of Sycamore class.

Cherry - Kayla for her wonderful attitude to her learning. She always shows us resilience, determination and perseverance in all subjects.

Elder- Isla Walker: For being a helpful and respectful member of the class.

Eucalyptus - Sylvie for being an outstanding citizen of our school. Always displaying our 3Bs and being an all round superstar!

SCHOOL HOLIDAYS... **SORTED**

Trusted Ofsted-registered kids clubs children love!

Every day packed with games,
sports & lots of fun!



★ WHAT WE GET UP TO... ★

GET ACTIVE

Football
Dodgeball
Gymnastics
Nerf Wars

GET CREATIVE

Arts & Crafts
Face Painting
Slime Making
Glitter Tattoos

OR CHILL

Board Games
Marble Run
Lego
Top Trumps

...and the best part, children always get to choose!

WHY PARENTS CHOOSE **atlas camps**

- ★ Ofsted-registered
- ★ Award-winning childcare
- ★ Accepts childcare vouchers &
- ★ Tax-free childcare
- ★ Designed for ages 4-14

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atlas camps.co.uk



What Parents & Educators Need to Know about ROBLOX

WHAT ARE THE RISKS?

Roblox is an online platform where users can play and create games known as 'experiences' made by other users. Roblox has a large UK audience. ITV News has reported that millions of people in Britain use the platform regularly, with children forming a significant proportion of its users. The sheer scale of it makes it extremely difficult to moderate effectively, creating risks for unsupervised children.

A PLATFORM RATHER THAN A GAME

Roblox differs from traditional video games in that it hosts millions of user-created experiences rather than a fixed set of developer-produced content. Each experience is self-rated by its creator rather than independently age-rated in advance, as is the case with PEGI-rated games. With millions of user-created experiences, moderation is largely automated which means that inappropriate content may reach younger players and have a harmful effect.

MATURE CONTENT

With much of Roblox's moderation automated through AI and creators self-certifying suitability, inappropriate content frequently appears on the platform. Some experiences may include content intended for older players. While Roblox has tools to restrict access based on age settings, these systems are not always perfect. Younger players are likely to encounter content you may deem unsuitable.

IN-GAME SPENDING

Roblox is free to play, but many experiences and cosmetics include optional purchases using Robux, the platform's virtual currency, to get advantages in games. This business model is common across online games, but reporting has highlighted cases where children have spent large amounts of money unintentionally or without understanding the real-world cost.

RISK OF ADDICTION

Roblox encourages repeated and extended play. Many experiences are made of short tasks, rewards, and progression systems that can prompt users to keep playing for longer periods of time. Some games also use reminders, daily rewards, or timed events to encourage frequent logins. These designs can make it difficult to stop playing. Spending long periods online may affect sleep, schoolwork, or other activities if boundaries are not in place.

COMMUNICATION WITH OTHER USERS

Roblox includes text and voice features that allow players to chat in shared game spaces. While the platform uses automated filters and moderation tools, media investigations have found that inappropriate and potentially harmful messages can still get through. There are risks that children could be targeted by groomers. In response, Roblox has announced changes to how chat works. The platform plans to use facial age-estimation technology to restrict chat access between adults and children they do not know.

Advice for Parents & Educators

USE PARENTAL CONTROLS

Roblox's parental controls provide an important starting point. Linking a child's account to an adult account allows parents to apply spending controls, limit communication features, and review recent activity. Regular supervision, use of parental controls, and conversations with children about what they see online can help reduce the risk of exposure to inappropriate content.

CONSIDER LIMITING OR DISABLING CHAT

Although Roblox is introducing tighter age-based chat restrictions, some parents and educators may prefer to disable chat entirely for younger children. Children can still play games while communicating with friends they know through other supervised platforms.

PLAY TOGETHER WHERE POSSIBLE

Playing Roblox with a child can help adults understand the types of experiences available, how monetisation works, and how children interact online. This shared engagement can also make it easier for children to raise concerns if something feels wrong. Parents and educators should monitor all games played on Roblox due to its self-rating nature.

ENCOURAGE OPEN CONVERSATIONS

Many Roblox experiences are creative and age appropriate, and for many children, the platform is an important way to socialise with friends. Rather than banning it outright, parents and educators should talk openly with children about online safety, spending, and how to respond to inappropriate behaviour.

Meet Our Expert

Alan Martin is a technology journalist who has written for publications including Wired, TechRadar, The Telegraph, The Evening Standard, The Guardian and The New Statesman.



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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.



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