

6th March 2026



Our Weekly Update



Headteacher update

Dear Parents, Carers and Families,

Yesterday was a wonderful World Book Day which really helped to promote a love of books and reading in school. The children looked fantastic in their costumes and were so excited to share these with each other. They enjoyed some very funny and engaging online sessions with the author Mark Grist, and participated in book-related activities throughout the day. What a great way to celebrate reading!

Next week is Science Week. We have a range of things lined up to celebrate this in school, including exciting experiments and a range of visits. We will be welcoming a paediatrician to EYFS, a beekeeper to Years 1 and 2, a materials scientist to Years 3 and 4 and a forensic scientist to Years 5 and 6. We hope these visits will provide really engaging opportunities for children to explore a different aspect of science and to help them become even more enthused about this National Curriculum subject.

We are also looking forward to Parent/Carer Consultation meetings next week. The appointment booking system for these has now closed. If you haven't made an appointment but would still like to arrange to meet your child's teacher, please contact the office and they will complete this manually.

Please arrive at the main office for your appointment and a member of staff will be available to show you to your child's classroom. Their English and Maths books will be available for you to look at also.

We look forward to seeing lots of you at the PFA Bingo tonight! Doors open at 17:30 and eyes down at 18:00.

Have a lovely weekend.

Jonathan Clarke and the SPS Team



Key Dates – updates in blue



Week beginning 9 th March	Science Week
Wednesday 11 th March	Young Carers Action Day
Wednesday 11 th and Thursday 12 th March	Parent/Carer Consultation Meetings (NB: Monday 9 th and Wednesday 11 th March for Barn Owl)
Friday 20 th March	Sport Relief
Tuesday 24 th and Wednesday 25 th March (09:20)	Year 3 and 4 production to parents/carers
Thursday 26 th March	Year 5/6 Art Gallery for parents/carers
Friday 27 th March	Last day of the spring term
Monday 30 th March – Friday 10 th April	Easter break
Week beginning Monday 11 th May	Year 6 SATs week
Tuesday 19 th and Wednesday 20 th May (09:20)	Reception production to parents/carers
Week beginning Monday 25 th May	Half term
Week beginning Monday 8 th June	Healthy Week
Friday 12 th June	Sports Day: KS2 AM and Reception/KS1 PM (timings tbc)
Thursday 25 th and Friday 26 th June	Abbey College transition
Wednesday 1 st , Tuesday 7 th and Thursday 9 th July	Cromwell Community College transition

School Council Update

Egg-citing News from the School Council!

The School Council would like to extend a huge thank you to everyone for the fantastic colouring entries we've received so far. We are also incredibly grateful for your generosity in donating chocolate eggs—our raffle is looking delicious thanks to you!



If your child hasn't had a chance to join in yet, there is still time!

Colouring Competition: Please hand any final masterpieces into the school office.

Donations: We are still gratefully accepting egg donations at the office. Every contribution helps make our raffle extra special!

Ticket Sales: Coming Next Week!

Starting next week, School Council members will be visiting classrooms to sell raffle tickets.

If your child would like to enter, the prices are:

20p for a single ticket

£1 for a full strip

Where does the money go? All funds raised from this raffle will go directly toward wet play time equipment for each class.

wet
breaktime
activities



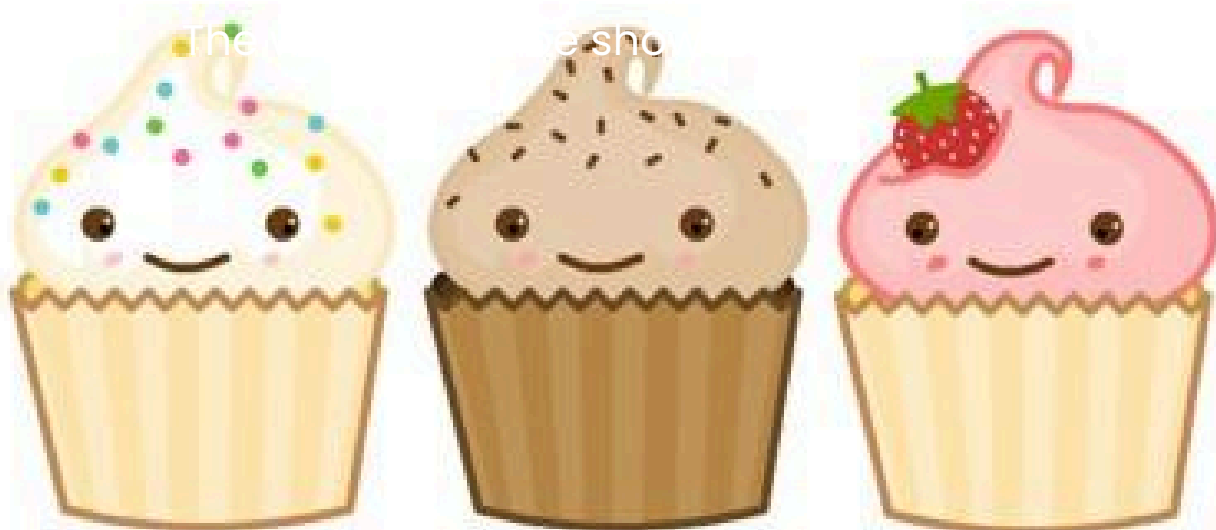
Reception	Illness	<p>This week we have continued our learning around medical professionals. We have learnt that a doctor may diagnose us with an illness. In our story 'Zog and the Flying Doctors' the King had an illness that Princess Pearl diagnosed as 'orange fever'. She then made a medicine to make him better. What illnesses have you had before? Did you see a doctor? What equipment did they use to examine you? What medicine do you need to make you better?</p>
Year 1/2	Motif	<p>In dance this week we have been creating short motifs. We used 'explorers' as our inspiration. Can the children describe or show you one of their movement patterns/motifs?</p>
Year 3/4	Imperative verbs	<p>Our Words of the Week are imperative verbs. Some examples of these are 'cut' and 'place'. In English, we have been writing a set of instructions on how to mummify a tomato. Can you share some examples at home?</p>
Year 5/6	Migration	<p>Year 5 and 6 are learning about migration in Geography and this week we have been investigating the migration of humans. We have established the difference between forced and voluntary migration as well as permanent and temporary migration. Alongside this, we have considered push and pull factors for migration. Some very mature discussions and thinking!</p>

Cake and Cookie Sale!

Wednesday 11th March at 3.15 pm

Somersham School playground

Come to the after-school cake stall to help raise money for charity!



Only £1 per cake or cookie!

On Wednesday 11th March 2026, Georgia and Isabella will be doing a cake stall to raise money. The money raised will be halved: half for Somersham Primary School, and half for the RSPCA.

SOUNDTRACK MY STORY COMPETITION for Years 5-13

This is YOUR chance to showcase your musical style

Create an **original piece of music or write a song** inspired by a favourite story, reflecting a character, plot or scene, lasting 2-3 minutes.

Upload your composition in MP3 format with the entry form to: soundtrackmystory@meridiantrust.co.uk

ENTER by Friday 1st May 2026

The winners will be showcased at



£50 prize for primary school winner

£100 prize for secondary school winner

**GO
ALL
IN.**

National
Year of
Reading
2026

What To Read Next?

If they've enjoyed *Rainbow Magic* by Daisy Meadows, what else might they get into?...

There are currently 228 Rainbow Magic books, so in truth, they might never actually run out of new ones to read! But, if the time has come where they're ready to move onto something new, you might consider these...

Visit [BookTrust](#) for more What to Read Next recommendations

GO ALL IN.
Read more books
in less time

[BookTrust](#)
Reading Education
Meridian Trust

What makes the world of *Rainbow Magic* so attractive? There's so many diverse fairies and such a range of fairy names for readers to identify with. They're also highly collectable and look lovely and glittery on the shelf. When you've



only just learnt to read, the *Rainbow Magic* books are very accessible and fun to read at home, and you can perhaps boast of reading three or four books a week.



Series

Secret Princesses
by Rosie Banks



Series

Princess Poppy
by Janey Louise Jones



Series

Lost in the Snow
by Holly Webb





Series

Star Friends
by Linda Chapman



Series

Witch Wars
by Sibéal Pound

 Mindfulness for children 

Gentle Mindfulness Sessions for Children



Helping children to feel calmer, more confident, and better able to handle big emotions.

If you would be interested in coming along, please email us and let us know the age of your child(ren).

mindfulness.somershamtimebank@gmail.com

When we know how much interest there is, we will get in contact about days, timings, age groups etc...



FREE **SOMERSHAM SPORTS SESSION**

 Norwood Playing Field,
Somersham, PE28 3HE

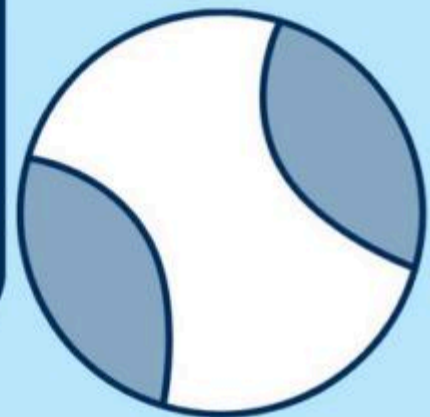
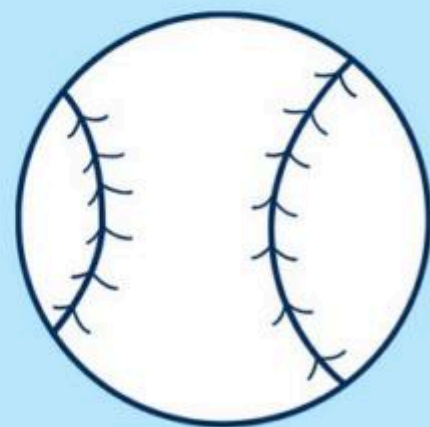
 2pm - 4pm

 Wednesday 1st April 2026
Wednesday 8th April 2026

Join us for some FREE fun & active sessions for 5-11 year olds, with a range of sports on offer.

Pre-booking is essential
To book please email
deputy.clerk@somersham-pc.gov.uk

- Qualified coaches
- A chance to try new sports



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

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.

WHAT ARE THE RISKS?

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. Misdiagnoses 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.

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.

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.

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.



The National College

USE PARENTAL CONTROLS

Roblox's parental controls, in-game chat restrictions, and account supervision, use or parental controls, and conversations with children about what they see online can help reduce the risk of exposure to inappropriate content.

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 28.01.2026

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.

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.



The National College

SAT
28TH
MARCH

7.30-11

Somersham
Victory Hall

Silent Disco

3 MUSIC CHANNELS - BYO DRINKS AND NIBBLES

TICKETS £10 AVAILABLE AT
Vintage Peacock
Olives
Somersham Library

Registered charity 1025367

CASH ONLY 18+