

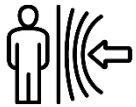


# Allanson Street News

30<sup>th</sup> January 2026

Our value this month is:

## Resilience



### IS MY CHILD TOO ILL TO GO TO SCHOOL?

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Minor coughs & cold    | <input checked="" type="checkbox"/> Ear infection |
| <input checked="" type="checkbox"/> Sore throat            | <input checked="" type="checkbox"/> Cold sores    |
| <input checked="" type="checkbox"/> Conjunctivitis         | <input checked="" type="checkbox"/> Tonsillitis   |
| <input checked="" type="checkbox"/> Respiratory infections | <input checked="" type="checkbox"/> Head lice     |

### GO TO SCHOOL



- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Whooping cough       | <input checked="" type="checkbox"/> Covid         |
| <input checked="" type="checkbox"/> High temperature     | <input checked="" type="checkbox"/> Flu           |
| <input checked="" type="checkbox"/> Chickenpox           | <input checked="" type="checkbox"/> Scarlet fever |
| <input checked="" type="checkbox"/> Diarrhoea & vomiting | <input checked="" type="checkbox"/> Measles       |

### STAY AT HOME



### Dates for your diary

- 2<sup>nd</sup> February- Children's Mental Health Week
- 6<sup>th</sup> February- NSPCC Number Day
- 9<sup>th</sup> February- Safer Internet Day

### Reminders

Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via **Pastoral ClassDojo**.

## This Week's Highlights

In **Nursery** we have focused our learning on the story "We're going on a bear hunt", the children have started to learn the words and actions as we read the story map. We have continued to learn about emotions and how sometimes our words can hurt people's feelings on the inside. We also used our developing maths vocabulary to describe what we could see on some images of snowmen - numbers, size, shape language.

In **Reception** we have been practising our new art skill of collaging. We have also explored musical instruments, listening to the sounds they make and seeing if we can find the pulse (beat) to a song. We have been learning about number bonds to 5 and finding out how many different ways we can make 5 by singing the song 5 Little Speckled Frogs.

In **Year 1** in English, we have learning about the life of Earnest Shackleton and his expedition to cross the South Pole. In maths, we have been adding numbers on to teens numbers using number lines and our number bonds. In Science, we have been labelling parts of mammals and birds and looking for similarities and differences. In Geography, we learned about where the North and South Pole are and about the Equator.

In **Year 2** we have been looking closely at human growth, from babies to the elderly, and have been using our prior knowledge to discuss different milestones at each stage. In Maths, we have been adding pounds and pence together to identify totals using our knowledge of money values.

In **Year 3**, we have looked at a new text called 'Zoo', we have also researched the history of zoos and how looked at the role of them today. In maths, we have been looking at adding money. In Science, we have learned about different types of skeletons, these are hydrostatic skeletons, exoskeletons, and endoskeletons.

In **Year 4**, we had a wonderful time on Wednesday on our trip to Chester, where we marched around the city walls as Roman Soldiers and used artefacts to learn lots about how the Romans went about their everyday lives. We have been learning the names and functions of the different teeth we have in science. In maths, we have been using short multiplication to multiply a 2-digit number by a 1-digit number.

In **Year 5** we have been writing a newspaper report about Liam and Florida (from our book Cosmic going missing). We have used parenthesis to add detail and have enjoyed writing in the style of a reporter. In Science, we enjoyed investigating physical changes and looking how they could be reversed.

In **Year 6** we have started to read a really exciting and mysterious text: The Landlady by Roald Dahl. In Science, we are conducting an investigation into the conditions in which mould grows, we have also been tackling some really difficult topics in maths and we now know how to multiply and divide fractions.

Catch that **sneeze**, don't let it roam,

Use your elbow, keep germs at home!

**Yawn, cough or sneeze?** Don't let them fly,

Trap those germs, wave them goodbye!



## This Week's Value Stars!!



<b>Nursery:</b> Selin, Luca, Olivia, Lottie L-H	<b>Reception:</b> Esmae W, Adam, Jamie, Rowan
<b>Year 1:</b> Ivy-Rose, Zofia, Reggie, Tilly	<b>Year 4:</b> Erin Mc, Chloe B
<b>Year 2:</b> Harley, Layanne	<b>Year 5:</b> Layla S, Oscar P, Zaid, Jessica
<b>Year 3:</b> Rubie D, Marnie C, Adam, Logan O	<b>Year 6:</b> Sonny, Lexie, Skyla, Rojan

## Weekly Winners

The top Reading Plus readers this week are:

1	Y6KK (25/26)	K_ Ozan
2	Y6JM (25/26)	R_ , Ellie
3	Y3NO (25/26)	
4	Y5GW (25/26)	W_ , Patrick

Winners in Y6KK=



## Mathswhizz Progress:

	Maths Age Improvement (weeks)	Blue Progression Gems (/week)	Quality Learning Time (mins/week)
Y1 LA	2.1	4.20	58
Y6KK	1.6	2.90	53
Y4 EH	1.6	3.30	50
Y6JM	1.0	2.60	48

The top classes this week are...

Well done Y1LA!

## Attendance

**School Target:**  
96%

<b>Nursery</b> 92.5%	<b>RLB</b> 96.1%
<b>RKL</b> 96.8%	<b>Y1LA</b> 98.3%
<b>KS1 – Y1PT</b> 91.7%	<b>Y2CS</b> 98%
<b>Y2TE</b> 92.8%	<b>Y3NO</b> 87.7%
<b>LKS2 – Y3MC</b> 93.7%	<b>Y4MM</b> 88.6%
<b>Y4EH</b> 98.6%	<b>Y5GW</b> 94.7%
<b>UKS2 – Y5EK</b> 90%	<b>Y6KK</b> 98.9%
<b>Y6JM</b> 90.7%	

(This week's winners are highlighted in yellow)



## This Week's Learning at Home

### Word of the Week:

**Nursery** – feelings

**Year 3** – incisors

**Reception** – pulse

**Year 4** – artefacts

**Year 1** – Equator

**Year 5** – suspense

**Year 2** – urban and rural

**Year 6** – spores

Children and young people are increasingly turning to social media for mental health advice, but much of what they encounter online is unverified, oversimplified or misleading. This guide explores why platforms like TikTok and Instagram have become go-to sources, and how misuse of clinical language and viral trends can distort children and young people's understanding of mental health.

Aimed at parent and educators, it offers clear, expert-led strategies to counter misinformation. The guide looks at topics such as encouraging open conversations, identifying reliable sources, and strengthening school-home collaboration. Use this information to build young people's critical thinking, resilience and confidence in seeking appropriate professional help when needed.



# 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.



### 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.



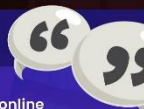
### IDENTIFY RELIABLE SOURCES

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.



#WakeUpWednesday

The National College