



Respect



Inspire



Achieve

# FREEMAN COMMUNITY PRIMARY SCHOOL

*From tiny acorns mighty oaks grow.*



Friday 17<sup>th</sup> October 2025

## Diary Dates

### October

**Wednesday 22<sup>nd</sup> October -  
Friday 24<sup>th</sup> October**  
Year 6 Residential

**Friday 24<sup>th</sup> October**  
Break up for Half Term

### November

**Monday 3<sup>rd</sup> November**  
Children return to school  
Flu Vaccinations

**Thursday 13<sup>th</sup> November**  
Year 6 trip to Duxford

**Friday 21<sup>st</sup> November**  
Willow Class Parent Workshop

**Wednesday 26<sup>th</sup> November**  
Hazel Class Parent Workshop  
@2pm

**Thursday 27<sup>th</sup> November**  
Year 4 trip to The Longshed

### December

**Thursday 4<sup>th</sup> December**  
Prospective parent show round

Beech Class Parent Workshop

Year 5 CET Christmas Concert  
– more details to follow.

**Wednesday 10<sup>th</sup> December**  
Cherry Tree Class Parent  
Workshop @2pm

## Opening comment

In assembly this week, the children were excited to find out whether any more houses had earned more than 1000 house points this half term. It is fantastic to see that children throughout the school are being rewarded so regularly for demonstrating the values and golden rules. We look forward to revealing the winners for this half term next week.

Next week, on Wednesday, our Year 6 children will go on their residential visit to Bawdsey Manor, look out for regular updates on our Facebook page to see what the children get up to!

## Stars of the week



## Attendance Week beginning

**13<sup>th</sup> October 2025**

Acorn: 98.31%

Cherry Tree: 93.7%

Maple: 99.22%

Beech: 97.04%

Hazel: 100%

Willow: 95%

Oak: 96.43%

Well done **Hazel Class** for being this week's winners!

## House Points so far...

**Brett: 1399**

**Deben: 1475**

**Orwell: 1202**

**Gipping: 1166**

**Lark: 1320**

**Stour: 1183**

## Cherry Tree Class

We've had a fantastic start to Year 1! In science, we've been exploring the seasons and recently went on an autumn hunt to spot signs of the changing weather. In maths, we've focused on place value up to 10, building strong number foundations. Our art lessons have been full of creativity as we studied lines and shapes, inspired by the work of Paul Klee. Reading and writing have been centred around some wonderful books, sparking imagination and discussion. The children have shown such enthusiasm and curiosity in all areas of learning - I'm excited to see where our journey takes us next!



## TTRockstars

I'm delighted to share that Year 4 were the champions of last week's Battle of the Bands! As a reward for their fantastic effort, they've earned an extra ten minutes of golden time today.

A special congratulations goes to the following children, who were our Most Valuable Players – they contributed the highest number of correct answers to help secure the win!

Year 4	Year 3
1 <sup>st</sup> Amber	1 <sup>st</sup> Ethan E
2 <sup>nd</sup> Flynn	2 <sup>nd</sup> Cameron
3 <sup>rd</sup> Eliza	3 <sup>rd</sup> Aneira

Year 5 and Year 6 are currently going head-to-head in a week-long times tables competition. Who will come out on top? There is only the weekend left!



## Medical Conditions

Please be reminded to keep school updated with any medical conditions that your child may have or if any medical conditions have changed. This is really important so we are aware of how we may need to treat your child.

If your child has any long-standing medical conditions, please ensure you have completed Health Care Plan in the office.

If you are unsure of what medical conditions we have on file for your child, please contact the office.

## Parent Governor Vacancy

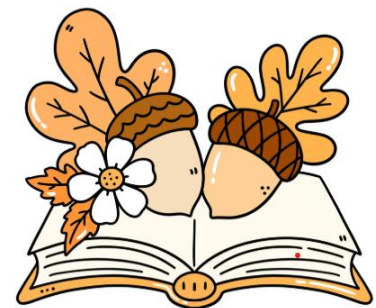
A reminder that we still have a vacancy for a Parent Governor on the school's governing body.

If you have an interest in education and can commit to one evening, six times a year and occasional visits during the school day, we would be very pleased to hear from you.

Please contact the office for an application form or to discuss the role in more detail.

## Introducing Our New After-School Club name: The Den

A promotional flyer for 'The Den' after-school club. It features a central logo for Freeman Community Primary School. The text reads: 'Freeman Community Primary School's Wrap Around Care is now open!', 'The Den' is now available every school day. Session times: 3:15pm-4:15pm and 4:15pm-5:15pm. Cost: £5 per session. Tax Free Childcare Accounts can be used. Parents pay £4 a session, the Government tops up the rest! Please ask the office for more information. The flyer is decorated with autumn-themed illustrations of leaves and acorns.



## Importance of Reading

Reading is a vital part of every child's learning journey in primary school, helping to build vocabulary, develop imagination, and strengthen comprehension skills across all subjects.

To support this, children are expected to read at least five times a week at home. Each time they read, their reading record should be signed by an adult. When this is completed, they will earn a house point as a reward for their effort and consistency. Regular reading not only boosts academic progress but also fosters a lifelong love of books.

# What Parents & Educators Need to Know about MEMES

## WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

### SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

### EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

### MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

### HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

### PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

## Advice for Parents & Educators

### ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

### MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

### TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

### FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

### Meet Our Expert

Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



### SENDIASS Information Sessions for Families Autumn 2025

While we're reviewing the best ways to deliver our service to families, we have a limited offer of live training sessions for the summer. These sessions all received positive feedback from families.

We have a comprehensive library of training and information videos, accessible at any time from our [SENDIASS YouTube channel](#) which we hope will help you.



#### SEN support in schools.

Online session exploring the process of support in schools for pupils with special educational needs and how parents/carers and their children are involved.

22<sup>nd</sup> September 2025

10am – 11:30am

[Click here to register](#)



#### EHC needs assessments

Online session coproduced with families and practitioners explaining the purpose, threshold and process of an EHC needs assessment and how families are involved. Parents/carers and practitioners are welcome to join.

8<sup>th</sup> October 2025

6pm – 7:30pm

[Click here to register](#)



#### Annual Reviews of EHC plans

Online session coproduced with families explaining the purpose and process of an annual review and how you and your child are involved. Parents, carers and multi-agency practitioners are welcome to join.

4<sup>th</sup> November 2025

6pm – 7:30pm

[Click here to register](#)



#### Personalised stories

Online session for parents/carers hosted by SENDIASS where specialist teachers from the Communication and Interaction Service will explore how personalised stories can help children and young people understand social norms and expectations.

12<sup>th</sup> November 2025

10:30am – 11:30am

[Click here to register](#)

## Information for Parents & Carers from SENDIASS

SENDIASS  
Special Educational Needs  
Information & Advice Service



**Understanding children and young people's behaviour as a communication need**  
Online session for parents and carers, hosted by SENDIASS, where specialist teachers from the Speech, Language and Communication Service will explore how to support the communication skills of children and young people, through our own responses, to better understand their behaviour.

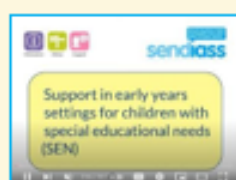
19<sup>th</sup> November 2025 10am – 11:30am  
[Click here to register](#)



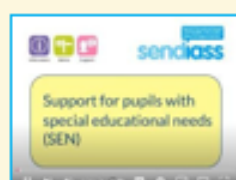
**Supporting children and young people to manage their emotions.**  
Online session for parents and carers, hosted by SENDIASS, where specialist teachers from the Social, Emotional and Mental Health Service will explore ways to help children and young people understand and manage their feelings, also strategies schools may use and advice schools can access to support pupils with these needs.

4<sup>th</sup> December 2025 10am – 11:30am  
[Click here to register](#)

See below for details of our SENDIASS session recordings which families and practitioners can access at any time, to watch at their own pace and in their own time and share with family members or teams.



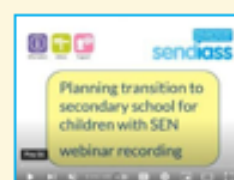
[SEN support in early years settings](#)



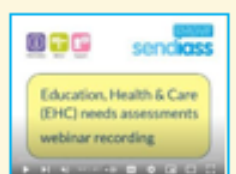
[SEN support for pupils with special educational needs \(SEN\)](#)



[Preparing for Transition to Primary School](#)



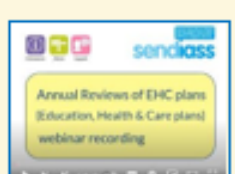
[Preparing for the transition to secondary school for children with SEN](#)



[Education, Health and Care needs assessments webinar recording](#)



[Drafting and Finalising an EHC plan](#)



[Annual reviews of EHC plans](#)