

30th January 2026

[www.claybrooke.leics.sch.uk](http://www.claybrooke.leics.sch.uk)



# CLAYBROOKE PRIMARY SCHOOL

Together we flourish | Est 1814

**Claybrooke Primary School**  
(Part of INSPIRING PRIMARIES ACADEMY TRUST)  
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Head of School: Mr P. Rock

## Message from Mr Rock

On Tuesday afternoon Oak and Maple Class travelled to the Royal Shakespeare Theatre in Stratford to watch the BFG on stage. The children all enjoyed the fantastic show. Lots of giggles and gasps throughout! Well done everyone for representing Claybrooke so well, It was lovely to receive lots of positive comments from members of the public.



As part of the National Year of Reading 2026, the children will be taking part in National Storytelling Week next week. There are lots of resources for parents to take part in to support your child with reading at home on the 'Words for life' website here:

<https://wordsforlife.org.uk/activities/>

**Be safe,  
Be ready,  
Be respectful.**



Next Thursday we will be hosting a Scholastic Book fair in the school hall after school each day. This will take place from next Thursday, 5<sup>th</sup> February until Tuesday 10<sup>th</sup> February. More details will be coming out via Arbor shortly.

## **SCHOLASTIC BOOK FAIR**

The South Leicestershire School Sports Partnership is pleased to share the next set of monthly newsletter inserts for parents and carers for the academic year. These resources are designed to offer families clear, accessible information on key areas of health and well-being, along with helpful website links, helplines, and further support.. Please click [here](#) to read the newsletter.

Thank you for your continued support.

I hope you have a lovely weekend.

Mr Rock



**Congratulations to our  
certificate winners this week.**

**Excellent Work:**

**William, Babes & Lexi**

**Values:**

**Isabella, Hope & Emilia**



UNIVERSITY OF  
**LEICESTER**

Accredited School  
ROUTE TO RESILIENCE





# Go above and beyond!

## Upcoming dates

5<sup>th</sup> - 10<sup>th</sup> February: Book Fair

w/c 9<sup>th</sup> February: Children's Mental Health Week

Half term w/c 16<sup>th</sup> February

Wednesday 10<sup>th</sup> February: Internet Safety Day

Wednesday 25<sup>th</sup> February. Class photos

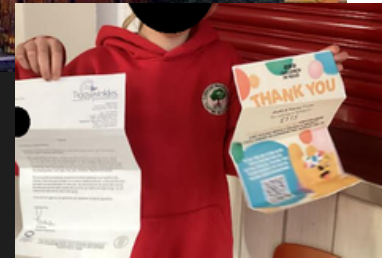
Monday 2<sup>nd</sup> March: Reading Festival starts

Thursday 5<sup>th</sup> March. World Book Day

w/c 9<sup>th</sup> March: Spring parent consultation meeting

Monday 23<sup>rd</sup> March: Forest School begins for Willow Class

**Congratulations to Marley and Bodhi for all their fundraising efforts outside of school recently.**



**Team points this week:**

**Red: 44**  
**Green: 75**  
**Blue: 18**  
**Yellow: 17**



**WHOLE SCHOOL ATTENDANCE w/e 30.01.26**

**Oak: 80.82%**

**Maple: 85.74%**

**Willow: 86.67%**

**School 84.9%%**

**MOMENTS MATTER. ATTENDANCE COUNTS.**

# Oak Class Newsletter

This half term, the children have worked really hard on creating their own adventure stories. The stories are written in the third person and focus on the theme of natural disasters, with the chosen event being the eruption of Mount Vesuvius at Pompeii. The children enjoyed using a video stimulus to write a detailed setting description, as well as embedding direct speech for their main character.

The children have been reading *All Aboard the Empire Windrush*. They learned about the experiences of the passengers who travelled to Britain and discussed the reasons why people chose to leave their homes and start a new life. The children showed empathy and curiosity during discussions and developed their retrieval and inference skills by answering questions about the text. This topic will be covered in History in more detail after half term.

In Maths this half term, the children have been developing their understanding of fractions, decimals and percentages. They have worked hard to explore the relationships between the three, learning how to convert between them and apply their knowledge to a range of problem-solving and reasoning activities. In addition to this, the children also completed work on area, perimeter and volume, using a range of strategies to calculate accurately. The children showed good perseverance when tackling more challenging concepts and enjoyed using practical resources and visual representations to support their learning.



In RE, the children have been learning about Hinduism. They explored key beliefs, gods and traditions, and learned about how Hinduism is practised in everyday life. The children enjoyed finding out about festivals, symbols and stories, and were able to share thoughtful ideas during class discussions. They showed curiosity and respect when learning about a religion that may be different from their own.

In science, the children have been learning about water transportation in animals, including humans. They explored how water is moved around the body and why it is so important for keeping living things healthy. As part of this topic, the children created a water log to track their own intake and then used this information to create data and graphs. They asked some great questions and showed a good understanding through discussions and explanations.

This half term's PE has been gymnastics and health related exercise. The class have enjoyed using the apparatus to create their own sequences, as well as testing their cardiovascular fitness and their flexibility.

In DT this half term, the children explored food and nutrition by making their own pasta and sauce. As part of this work, they considered the question "Does food affect the way you feel?" and discussed how different ingredients can impact our mood, energy levels and overall wellbeing. The children enjoyed planning and preparing their dishes and were able to talk about the nutritional value of the foods they used. This activity helped them make thoughtful links between food choices and a healthy lifestyle.

A group of diverse young people, including a girl with glasses and a boy with glasses, are looking at a comic book together. The background is dark with blue and purple lighting. The image is framed by a pink triangle in the top right and bottom left corners.

# If you're into it, read into it.

Discover more at [goallin.org.uk](https://goallin.org.uk)

**GO  
ALL  
IN.**

National  
Year of  
Reading  
2026

# 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 Holcryn 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