



Churchfield C.E. Primary Academy

www.churchfield.staffs.sch.uk

Sandy Lane, Rugeley, Staffs.WS15 2LB

Tel: 01889 224520

Email: admin@churchfield.staffs.sch.uk

Executive Principal: Mr C. Dobson

Head of School: Mr G. Lloyd

Friday 24th October 2025

Next Week

Dates of future events are at the end of the letter

Monday	Children return from half-term break
Tuesday	Swimming for Year 4 and Year 5
Wednesday	Reception and Year 6 Height and Weight checks Young Voices Choir - lunchtime with Miss Hall
Thursday	TT RockStars Club for Year 4, 5 and 6 - lunchtime with Mr. Ansell
Friday	Celebration Assembly for invited parents 3pm

Dear Parents and Carers

I hope everyone is looking forward to the half-term break. I'm sure that after 8 weeks at school the children certainly will be. It's been a great start to the year and I have been really impressed with how the children have settled in to their new classes and in some cases new school! Enjoy a well-earned break.

Looking ahead to next half-term, all the dates we have so far for the term are at the end of the letter.

Words of the Week

Caterpillars	Autumn	Diwali	
Butterflies	sorting	hibernate	number bond
Dragonflies	maps	carbohydrate	partition
Squirrels	chronological	filter	subtraction
Robins	achievement	oesophagus	rounding
Kingfishers	Wergild	omnipotent	exchange
Stags	Wergild	omnipotent	short division

Learning at Churchfield

Dragonflies enjoyed their trip to the library this week and created these brilliant heritage shields. Robins went outside to get inspiration from nature to write an Autumn poem. The children used their senses to gather figurative language, working really well.



If you have anything you would like to discuss further, please do not hesitate to get in touch.

Yours Faithfully

A handwritten signature in black ink, which appears to be 'G Lloyd'.

Mr G Lloyd
Head of School

*Value of the Month: **Compassion***

'Compassion' and 'sympathy' have much in common and both are stronger in meaning than simply 'feeling sorry for' someone. The words have their roots in the idea of 'suffering with' someone, putting yourself in someone else's shoes and experiencing what they experience. This leads to a desire to act, to do something.

The father in the parable of the Prodigal Son is not just forgiving. He is described as being filled with compassion. The father seems to understand everything that his son is feeling and responds by giving him everything he needs: a whole-hearted welcome, acceptance and love.

1 Peter 3:8

Finally, all of you, live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble.

Upcoming dates

Monday 3 rd November	Children return to school
Friday 14 th November	Early Years Nursery Rhyme Dress-up day
Monday 17 th November	Scholastic Book Fair Week
Wednesday 3 rd December	Panto trip
Tuesday 9 th December	Early Years Nativity Performance
Thursday 11 th December	Christmas Jumper Day
Wednesday 17 th December	KS1 Christmas Performance
Thursday 18 th December	Carol Service at St Augustine's
Friday 19 th December	Break up for Christmas holiday
Monday 5 th January 2026	Children return to school

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.



See full reference list on our website

@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: 15.10.2025



The National College®