



Churchfield C.E. Primary Academy

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Friday 30th January 2026

Next Week

Dates of future events are at the end of the letter

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|-----------|----------------------------------------------------------------------------------------------------------------------------|
| Monday | Standon Bowers Trip departs |
| Tuesday | Swimming for Year 4 and Year 5 PE Enrichment Day - everyone in PE kits please Art Club after school with Miss Cornes |
| Wednesday | Early Years Play Town day Standon Bowers trip returns |
| Thursday | |
| Friday | Year 2 trip to Wolseley Centre Celebration Assembly for invited parents |

Dear Parents and Carers

Next week is the final week of the half-term and as you can see, there is a lot going on next week. Please do keep an eye on Class Dojo as dates, arrangements and information is always posted on there for individual classes.

Family Digital Agreements

This week I was sent some information from the Staffordshire's Education Safeguarding Advice Service about Family Digital Agreements, which is shared below:

Family digital agreements are a way for families to set ground rules and help children to be safe when using the internet. They can support children with what to do if something does not feel right or goes wrong. A family agreement is a great way to start a conversation with your whole family about how you all use the internet, and to start discussions together around how to behave in a positive way when online, whether this is at home, at school or at a friend's.

<https://www.childnet.com/resources/family-agreement/> or <https://parentsafe.lgfl.net/digital-family-agreement>

If ever you need any help support or advice around online safety, please do get in touch with us at school.

Learning at Churchfield

Those of you who are signed up to Staffordshire SmartAlert (www.staffordshiresmartalert.co.uk) will already have seen this, but on Wednesday Caterpillars had a visit from the Police. This is what was written:

Special Sergeant Kevin Lee and PCSO Chad Carrington had the pleasure of visiting Churchfield Primary Academy in Rugeley to spend some time with the young learners and give them a glimpse into the world of policing.

The children were full of curiosity and had some fantastic questions about what the Police do, how we help keep communities safe, and what it's like to work in uniform. Kev and Chad spoke about the different roles within the Police, the importance of staying safe, and how officers work with local neighbourhoods every day.



Of course, the biggest highlight for the pupils was seeing the police uniform up close – and nothing topped the excitement of exploring the police car! Lights, sirens, and plenty of smiles made it a memorable moment for everyone.

A huge thank you to the staff and students for such a warm welcome. We always enjoy engaging with our community's youngest members and inspiring the next generation!

Squirrels have been making pizza this week. They've used maths, science and DT skills to make some very tasty looking pizzas - I hope they were enjoyed to home yesterday!



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

Yours Faithfully



Mr G Lloyd
Trust Headteacher

Value of the Month: Justice

When thinking about 'justice', some people think first about giving wrongdoers the punishment they deserve. 'Justice' evokes ideas of 'just deserts', 'the punishment fitting the crime', 'an eye for an eye and a tooth for a tooth'. However, that would be a one-sided picture of justice. Justice also means giving all people - particularly the poor and oppressed - what it is right and fair for them to have: life, health, freedom and dignity. It is about acting out of a concern for what is right and seeing right prevail. It is about social justice, especially for those who suffer most and are least able to protect themselves.

*The righteous care about justice for the poor
(Proverbs 29:7)*

Upcoming dates

| | |
|-----------------------------------|-------------------------------------------------------|
| Monday 23 rd February | School closed for INSET day |
| Tuesday 24 th February | Children return to school |
| Thursday 5 th March | World Book Day Dress-up day |
| Thursday 19 th March | Parent's meetings (booking will open after half-term) |
| Thursday 26 th March | Year 5 and 6 trip to Harry Potter Studios |
| Friday 27 th March | Break up for Easter |

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.



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