



# February Newsletter 2026

**A warm welcome to the February edition of our school newsletter.**

We have had a fantastic first half of the Spring term, with so many achievements to celebrate both within and beyond the school.

Our Year 3, 4 and topup swimmers kicked off our fortnight of lessons at Wadebridge Pool, and it has been wonderful to see their confidence and ability grow. Year 1 and 2 children also made us incredibly proud, bravely overcoming their fears—especially those stepping into the *'big pool'* for the first time.

Our Breakfast Club continues to go from strength to strength, with almost 50 children now registered. On a typical day, between 25 and 30 children join us for a calm, social start to the morning. Just a gentle reminder that we ask children to arrive at 8:15am so we can ensure that everyone has plenty of time to enjoy breakfast in a relaxed and enjoyable way.

It has also been fantastic to see more children choosing to cycle or scoot to school. We've been talking with pupils about the benefits of even travelling part of the way by scooter. A huge thank

you to our FOSMS team and everyone who has supported fundraising efforts—your generosity has enabled us to purchase new, safe, secure, and sustainable bike and scooter racks.

Looking ahead to the next half term, we already have lots to be excited about. Several sporting events are in the diary, and there is a definite buzz around World Book Day on Thursday 5th March. This year's Roald Dahl theme offers plenty of choice for costumes— from simple to wonderfully extravagant!

We're also looking forward to welcoming the RNLI on Thursday 12th March, who will help ensure our children are 'beach ready' ahead of the summer.

Our residential programme is fast approaching too, with the itinerary for our London trip coming together well.

Please check below for our updated diary dates – there are some key events now booked in such as Sports Day and Arts Night.

Thank you for your continued support,

Mrs King

## Staffing updates

We are pleased to inform you that **Miss East** will be returning from her maternity leave after the February half term. From this time, she will be working in **Wagtails Class** as part of a jobshare arrangement with **Mrs Lewis**, who is already a familiar and valued member of the Wagtails team.

- **Monday & Tuesday:** Miss East
- **Wednesday, Thursday & Friday:** Mrs Lewis

We are confident that this jobshare will ensure continuity and consistency for the children. Miss East and Mrs Lewis will work closely together to provide a smooth and positive experience for the class.

We would also like to extend our sincere thanks to **Mr Gerry** for his hard work and commitment during this period. His dedication and support have been greatly appreciated by both staff and children.

We are delighted to welcome **Mrs Avis** to our team. As our nursery numbers continue to grow, Mrs Avis will be working alongside **Mrs Muller** and **Mrs Clayton** to ensure a strong and nurturing start to our children's learning journey here at St Merryn School.

Many of you will also have met **Miss Elsey**, who is thoroughly enjoying teaching **Kestrels Class**. She will continue in this role until the end of the summer term while **Mrs Golay** completes her secondment.

If you have any questions, please make an appointment via the school office in the first instance.

**Mrs King**

## Science Week 2026



We are thrilled to announce Science Week at St Merryn School, taking place in the week beginning 22nd June, and this year's theme is 'Curiosity: What's Your Question?'

It's set to be an exciting week designed to spark awe, wonder and a lifelong love of science.

Throughout the week, children will enjoy science activities every afternoon, giving them plenty of opportunities to explore, investigate and ask their own questions about the world around them.

There will also be science busking in the playground, where pupils can share quick experiments and demonstrations, turning break times into moments of discovery and excitement.

We are especially delighted to announce a science-based performance by the fabulous Squashbox Theatre, who will be visiting us with their show *Curious Creatures*.

This highly engaging production combines science, music and storytelling and is sure to inspire curiosity and imagination in all our pupils.

<https://www.squashboxtheatre.co.uk/curious-creatures><sup>1</sup>

We are really looking forward to a week packed with fantastic science, thoughtful questions and lots of enthusiasm. It's set to be a memorable celebration of curiosity and learning!

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<sup>1</sup><https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.squashboxtheatre.co.uk%2Fcurious-creatures&data=05%20%20cgerry%40kernowlearning.co.uk%2Feca9267b4aff4927e2a908de601496cc%2F4069dd172dda44348f72fc516948a319%20%20639053838721983411%20%20Unknown%20TWfPbGZsb3d8eyJFbXB0eU1hcGkiOnRydWU%3D%3D%20%20%20&sdata=6oIBSO0uh7936EykmDk7OX1UmJfN%2BxJb2CsmgdTOM4%3D&reserved=0>





We're delighted to share a sneak peek of our exciting Year 5 and 6 residential to London this June – a trip packed with unforgettable experiences, iconic landmarks and plenty of fun.

Behind the scenes, we're working hard to ensure every moment is memorable, safe and inspiring for your child. Pupils will step into the heart of British democracy with a visit to Parliament, taking part in an interactive session that brings learning to life.

There will be time to soak up the sights too, from a group photo at Buckingham Palace to a breathtaking ride on the London Eye, offering panoramic views of the capital. Evenings promise just as much excitement.

Children will enjoy dinner at Pizza Express at the O2 before heading to Hollywood Bowl for some friendly competition.

Another highlight will be a special West End experience, with a pre-theatre meal at Frankie and Benny's on the Strand followed by *The Lion King* at the Lyceum Theatre – a truly magical night.

The itinerary also includes thought-provoking visits to the Imperial War Museum, with a fantastic visit to the Tower of London and hands-on learning at the Science Museum's Wonderlab show.

We can't wait to share this incredible adventure with them





## News From FOSMS

### Big Breakfast

Unfortunately we are postponing the big breakfast this term, due to feedback that it has been an expensive start of the year for a lot of families and needing to find quite a few more helpers for this event, so along with some other reasons we are postponing the BB.

### Positive news

We are really pleased to announce the profits for the events at the end of 2025 have raised. Wreath making £324.94, Performances bar £379.88 and Christmas games & raffle £206.05.

### Events

**World Book Day** - Following on from last years buzz and success we are excited to announce we have another delivery of special chocolate bars hiding golden tickets. You will be able to purchase them after school on World Book Day.

**Easter Fun Week** - Lots planned already including our very own bake off. Three different categories biscuits, cupcakes or show stopper. The big question will anyone get a handshake from Mr Paul?

### **Reminders**

**Book Exchange Shed** - We would like to share that our Book Exchange (entrance to our school) will be open again after half term. We are really hoping the weather will be on our side! Please do have a look inside at all the fantastic great books that so many people have kindly donated. We really would like to encourage more children to borrow a book and also to review any books they love.

**Have you seen our new shop?** If you haven't pop into the nursery building where there is a big selection of pre-loved school uniform.

Keeping up to date Join our Facebook group and keep an eye on the blackboard for the latest information.

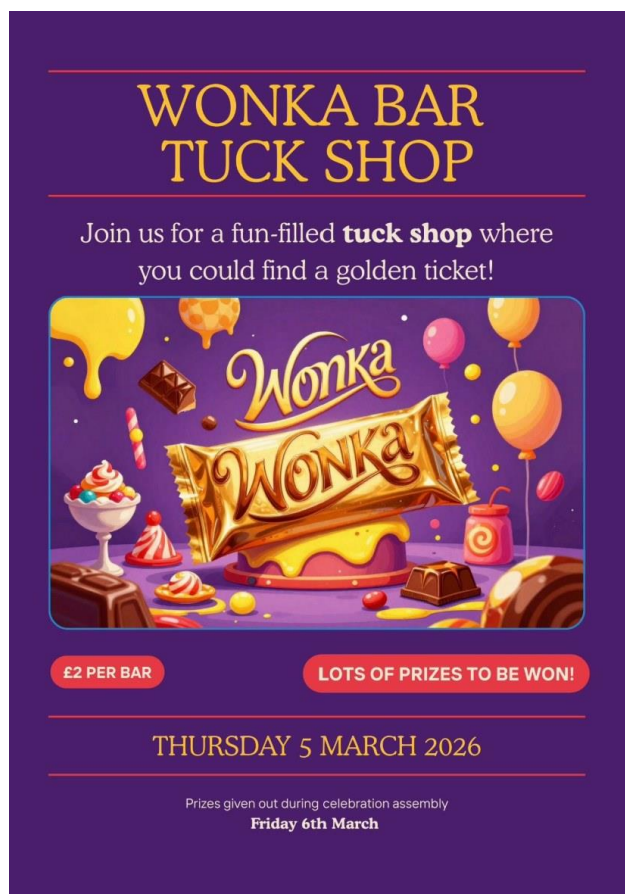
**Monthly meeting: Monday 9th March 6:15pm Farmers Arms**

### **Diary Dates**

March

- 5th World book day tuck shop
- 30th Easter fun week
- 30th bake off April
- 2nd Raffle





## Sports Updates



We have had a fantastic start to the Spring Term, and it has been a real joy to see so many children engaging enthusiastically in sport both in and out of school.

Our sporting calendar began with the KS2 Cross Country event, where we were delighted by the high level of participation and, even more so, by the determination, courage, and perseverance shown by all the children involved. Every participant should feel incredibly proud of their efforts.

A special congratulations goes to **Albi**, who once again secured **first place for St Merryn**—a truly outstanding achievement. Well done, Albi, on another sterling performance!

We are also extremely proud of **Milo, Ivy, and Martha**, who were selected to take part in the **Gifted and Talented Academy**. This is a fantastic accomplishment and a wonderful opportunity for them to represent our school across a range of sporting activities.

This half-term, we were delighted to take children from **Years 1–4 swimming**. The sessions provided a valuable opportunity for pupils to build confidence in the water while having lots of fun. We were absolutely over the moon with the progress shown, particularly by those children who demonstrated great courage and determination—many finishing the week with a newfound love of swimming.

### Upcoming Dates

- **09.03.26** – KS2 Cross Country
- **25.03.26** – Year 3 & 4 Girls Football Festival
- **30.03.26** – Year 4, 5 & 6 Dodgeball Festival
- **01.04.26** – Year 3 & 4 Boys Football Festival

Our new selection of **after-school clubs** will also begin after half-term, offering even more opportunities for children to stay active and try something new.

As always, if your child takes part in any sporting activities outside of school, we would love to hear about it. Please let your class teacher know so we can celebrate these achievements during our weekly celebration assembly.

Thank you for your continued support.

**Mrs Lewis**

*PE Lead*

### Celebrating our musical successes

This term, our music learning has been guided by the BBC *Ten Pieces* programme, with a strong focus on **composition and improvisation**. Pupils have been exploring how composers use rhythm, texture, dynamics and structure, and have been inspired to create and improvise their own musical ideas.

Each class has immersed themselves in a different classical work.

**Starlings** have been loving *Connect It* by **Anna Meredith**, experimenting with pulse and layered rhythms.

**Wagtails** have been learning about **Kerry Andrew's** *No Place Like Home*, using voices and sounds to reflect atmosphere and storytelling.

**Kestrels** explored *Earth* by **Hans Zimmer**, focusing on how music can create mood and convey powerful imagery.

**Barn Owls** have been learning *Rise of the Valkyries* by **Wagner** and how his music can inspire artwork.

**Robins** have been studying *Finlandia* by **Jean Sibelius**, discovering how music can express emotion.

Across the school, children have shown great creativity and confidence, enjoying the freedom to improvise, compose and perform. It has been wonderful to see them engaging so enthusiastically with such a wide range of music and composers.

## Early Years

We have had a fantastic term learning about “**What happened to the dinosaurs?**”. The children have really enjoyed learning about fossil hunters and exploring tools during our Wild Tribe lessons. It has been lovely to see how much they have already learnt this term and how confidently they are sharing their ideas. Learning isn't limited to school, so here are some ways you can support your child's learning at home:

### Talking and Learning Together

- Talk to your child about dinosaurs and encourage them to share facts they have learnt.
- Read dinosaur stories or non-fiction books together and discuss the pictures and information.
- Encourage your child to ask questions and explain their ideas in full sentences.

### Early Reading, Writing and Mark Making

- Encourage your child to draw pictures of dinosaurs or fossils and talk about what they have created.
- Support mark making by writing labels, lists, or simple captions together.

- Look for letters and sounds in books and around the home.

### Maths at Home

- Count dinosaurs, toys, or objects during play.
- Talk about size using words such as *big*, *small*, *long*, and *short*.
- Explore patterns and shapes through building and construction activities.

### Exploration and Physical Development

- Encourage outdoor play such as digging, exploring, and building, linking to fossil hunting where possible.
- Support fine motor skills through cutting, threading, drawing, and using small tools safely.

### Independence and Social Skills

- Encourage your child to dress themselves, tidy away toys, and take responsibility for simple tasks.
- Support turn-taking, sharing, and talking about feelings during play.

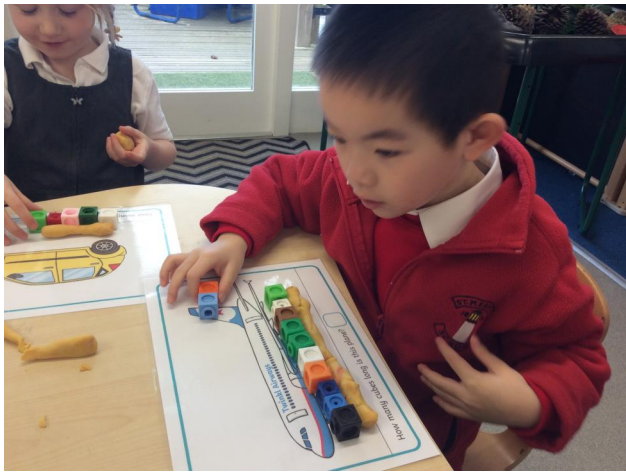
Also, this website is always fantastic for any help or support. <https://www.bbc.co.uk/tiny-happy-people/4-to-5-year-old-child-development-activities><sup>2</sup>



<sup>2</sup><https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bbc.co.uk%2Ftiny-happy-people%2F4-to-5-year-old-child-development-activities&data=05|02|cgerry%40kernowlearning.co.uk|0d515e7d6c624ee801a308de64b85b94|4069dd172dda44348f72fc516948a319|0|0|639058940156969475|Unknown|TWfPbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOilwLjAuMDAwMCIslIAiOiJXaW4zMilslkFOljoiTWFpbCIsIlldUljoyfQ%3D%3D|0||&sdata=tlHM5pFLHbiPnKwZbSRaD0I9FDKQPwcEp9Rpi84zaTg%3D&reserved=0>









## Success outside of the classroom

Recently Indi and Ivy competed at Bristol gymnastics centre in the Miss NGA competition.

Indi competing at level 4 for the first time, achieved an impressive 3rd 🥉 on beam and finished 5th overall.

Ivy achieved a gold medal 🥇 on vault a silver medal 🥈 on floor and bronze medal 🥉 on bars. Finishing 1st overall and becoming the all around level 4 champion.

The girls work so hard and we are immensely proud of their achievements!



## Inclusion Update

### What is Impulse Control?

Here is a great resource to address this.

**THE 'WHAT IS....?' SERIES**

# WHAT IS IMPULSE CONTROL?

The Struggle Behind Emotional Regulation

**WHAT'S HAPPENING IN THE BRAIN?**

Impulse control lives in the prefrontal cortex — the part of the brain that helps us pause, think, plan, and choose how to respond. In children and teens, the prefrontal cortex is still developing, which means impulsive reactions are developmentally normal. When emotions are high, the amygdala (the alarm system) can take over, and the prefrontal cortex goes "offline". This is why a child may know a strategy, but cannot use it in the moment.

**WHAT'S THIS LOOKS LIKE?**

- Quick reactions
- Saying or doing things before thinking
- Struggling to "stop" once overwhelmed
- Difficulty shifting attention or calming down
- Behaviour that looks "rude", "defiant", or "over the top" — when in reality, the nervous system is overloaded.

**HOW TO SUPPORT**

- Co-regulation first — slow your voice, soften your posture, stay close. Calm is shared, not instructed.
- Reduce demands when emotions rise. Thinking is hard when the brain is in alarm mode.
- Use routines, visual prompts, and predictable transitions — these support the prefrontal cortex to stay online.
- Practice regulation skills when calm, not during distress. The brain learns best in safety.
- Reframe behaviour as communication: "This is a nervous system under strain, not a child choosing to misbehave".

**REMEMBER**

Impulse control is not about willpower. It's about brain development + emotional safety. Children learn to regulate when they are supported, not shamed.

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## National Year of Reading - Go All In!!



We are excited to be taking part in the **Year of Reading 2026**, a nationwide celebration designed to inspire a lifelong love of books in every child. At St Merryn, we're embracing the theme "**Let's Go All In**" by involving our whole school community. From book swaps to storytelling weeks, reading buddies and special events such as World Book Day, we'll be offering children a wide variety of fun and meaningful opportunities to engage with reading in new ways. We look forward to working together with our families and community to make 2026 a joyful,

memorable year where every child discovers something special in the world of books! Watch this space for more information!!

Please share this exciting video with your children and family and let's go all in.<sup>3</sup>



*1 - Go All In*

## Reading For Pleasure



### **Reading for Pleasure**

It has been fantastic to see so many pupils enjoying reading for pleasure this term. From exploring new authors to sharing stories with friends, children across the school are developing a real enthusiasm for reading.

We are also delighted to share that our school library has recently had a refresh. With new books and cosy additions, including brand-new bean bags, the library is now an even more inviting space where pupils can relax, read and enjoy spending time with books.

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<sup>3</sup><https://youtu.be/5sniiTZE8gk>

With spring now in the air, we've put together a selection of **spring-inspired recommended reads** to enjoy at home:



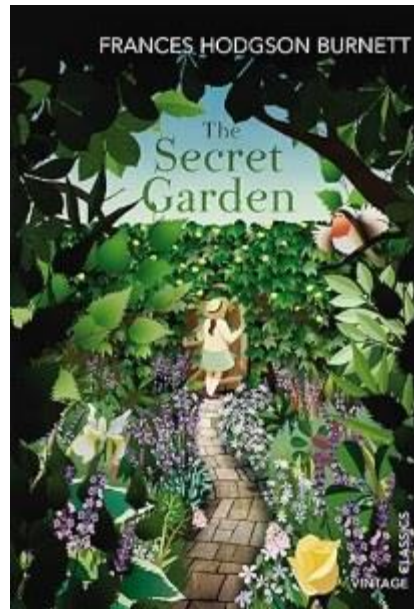
2 - KS1 - *The Tiny Seed* by Erica Carle



3 - KS1 - *Bloom* by Anne Booth



4 - KS1 - *Mad About Minibeasts* by Giles Andreae



5 - KS2 - *The Secret Garden* by Frances Hodgsonb Burnett



6 - KS2 - *The Boy Who Grew Dragons* by Andy Shepherd



7 - KS2 - *The Wild Robot* by Peter Brown





8 - KS2 - Creakers by Tom Fletcher

We hope these books inspire curiosity, imagination and a love of reading this spring. Keep turning those pages! 🌸📖

## Attendance at St Merryn School

### Every School Day Counts

We all want the best for our children, and one simple way to support their learning and wellbeing is through regular attendance. Research shows that pupils who attend school more than 95% of the time tend to achieve significantly better outcomes in both primary and secondary school—even missing just a few extra days can make a difference.

By establishing consistent routines, keeping open communication with our school, and seeking support early if needed, we can help our children thrive. Together, we can give every child the best possible start in life through strong, regular attendance.

A National Framework for Penalty Notices for school absence, including unauthorised holiday absence, has been introduced following changes to the law. These Government regulations came into effect from 19 August 2024 and now affect when penalty notices are issued in Cornwall.

**As you will be aware, you can no longer take your child out of school for one week's holiday without the consideration of a penalty notice being issued.**

The **Local Authority** has recently updated its guidance regarding attendance. A child must now be present for a **full session** in order to be marked as attending.

- **Morning session:** 9:00am – 12:00pm
- **Afternoon session:** 1:00pm – 3:10pm

If a child is not in school for the full duration of a session, this will be recorded as an absence.

If you have any concerns re your child's attendance, please see Mrs Worrall in the first instance.

# E-Safety February Updates

All National Online Safety staff adhere to safeguarding protocols, others and trained adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This advice is for use at home. Please do not share this advice with your child. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further advice. This advice is for adults.

## What Parents & Carers Need to Know about GROUP CHATS

Occurring through messaging apps, on social media and in online games, group chats are among the most popular ways that young people engage with their peers online. Involving a definition of three or more individuals, these groups allow users to send messages, images and videos to everyone in one place. While they are useful for helping friends, people with shared interests or members of a club to communicate and coordinate activities, they can also leave young people feeling excluded and bullied, as well as providing opportunities for inappropriate content to be shared and viewed.

### WHAT ARE THE RISKS?

#### BULLYING

Unkind comments or images which are purposely aimed at an individual can be shared freely in a group chat – copying and often encouraging others to join in the bullying behaviour. If this content is shared in a group of their peers (especially a larger group), it serves to amplify this risk, with consequences of anxiety and isolation that the victim feels.

#### SHARING GROUP CONTENT

It's important to remember that – while the content of the chat is private between those in the group – individual users can easily share a message, photo or video with others outside of the group or elsewhere where it's been shared. The risk of something your child intended as private becoming public (and potentially going viral) is higher if there are people they don't know well in the group.

#### EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: starting a new group for instance, but deliberately excluding a certain child. Likewise, the chat may end up on an app which one child doesn't have access to, meaning they can't see what's going on. A child can also feel excluded when a group chat is used to discuss or share things from all events that everyone else but them attended.

#### UNKNOWN MEMBERS

Within larger group chats, it is more likely your child will be communicating with people they don't really know. These strangers may be friends of the friend, but not necessarily friendly toward your child. It's always best to remain not to share personal details and stay aware that they have no control over the messages and images they share after they've put them online.

#### INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be shared by your child or if they are part of the group, whether they actively engage in it or not. Some chat apps have a disappearing message function, so your child may be unable to report something that has been sent because it can only be viewed once or for a short time.

#### NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications. Every time someone in the group messages, your child's device will be pinged with an alert. This could mean hundreds of notifications a day, but only if the child is online. This can lead to people's fear of missing out on the latest conversation results in increased screen time as they try to keep up with the chat.

### Advice for Parents & Carers

#### CONSIDER OTHERS' FEELINGS

Group chats are often an arena for teasing people as part of social status. This should cause them to do or say things on impulse, which could upset others in the group. Encourage your child to consider how other people might feel if they engaged in this behaviour. If your child does upset a member of their group chat, support them to reach out, show empathy and apologise for their misdeeds.

#### GIVE SUPPORT, NOT JUDGEMENT

Reinforce your child that they can confide in you if they feel bullied or excluded in a group chat. Instead of responding to the person who's upset, listen, validate their hurt feelings and help to put them back in control by discussing how they'd like to handle the situation. On a related note, you could also encourage your child to speak up if they're in a chat where others are being picked on.

#### BLOCK, REPORT AND LEAVE

If your child is in a chat where inappropriate content is being shared, advise them to block the users sending the material, report them to the host app or platform and exit the group. If any of this content could be outside of their risk, contact the police. Emphasise to your child that it's OK for them to simply leave any group chat that makes them feel uncomfortable or if they don't feel comfortable being a part of it.

#### PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Discuss the importance of not revealing identifiable details like their address, their school or photos that they wouldn't like to be seen online. Remind them that once something is shared in a group, they lose control of where it may end up and how it might be used.

#### AVOID INVITING STRANGERS

Sadly, many individuals online hide their true identity to gain a trust – for example, to get information on them, to exchange inappropriate content or to coax them into being alone. They can be confident with, ensure your child understands why they should not trust people they don't know in a group chat – and, especially, to never accept a group chat invitation from a stranger.

#### SILENCE NOTIFICATIONS

Having a phone or tablet bombarded with notifications from a group chat can be a source of irritation and distraction, especially if it's happening late in the evening. Explain to your child that they can still be part of the group chat, but that it would be healthier for them to turn off or mute the notifications and catch up with the conversation at a time which better suits them.

#### Meet Our Expert

Dr Claire Buchanan is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written numerous academic papers and conducted research for the Australian government concerning internet use and wellbeing behaviour of young people in the UK, USA and Australia.

**NOS National Online Safety**  
#WakeUpWednesday

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) @natonlinesafety /NationalOnlineSafety @nationalonlinesafety

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At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Crime Agency, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## What Parents & Educators Need to Know about APPLE IPADS

### WHAT ARE THE RISKS?

Tablets remain a staple of children's digital lives – and Apple's iPad is by far the most popular model. According to Ofcom, over half of younger children regularly use a tablet to play games, watch online content or access apps. With their broad functionality, iPads can be helpful tools, but without supervision, they may expose children to risks ranging from inappropriate content to screen overuse.

#### COSTLY TO REPAIR

Unlike some child-friendly tablets, the iPad is not built for rough handling, its slim design and high cost mean that a drop or spill can result in a costly repair. If a child is using the device regularly, it's worth considering screen protector and strongly recommended to help prevent accidental damage.

#### DATA PRIVACY

While Apple is known for strong privacy protections, a recent study found that many iOS apps collect as much data as desktop apps. Over 40% of the tested apps sent or sent one piece of user information to third parties, raising concerns about advertising and analytics being far more targeted to underage users.

#### INAPPROPRIATE CONTENT

The App Store and Safari browser provide almost unrestricted access to online material. Children may stumble upon age-inappropriate content, whether through apps, advertisements or online websites. Even recommended content algorithms can surface unsuitable material.

#### BYPASSING RESTRICTIONS

Siri – Apple's voice assistant – can potentially override restrictions, especially with the newer text-based commands introduced through Apple Intelligence. Without management in place, children may inadvertently access inappropriate topics simply by asking a question, bypassing certain filters previously set by parents.

#### SCREEN ADDICTION

iPads can be highly immersive, and excessive screen time may affect a child's emotional and behavioural development. Signs of overuse might include mood swings, irritability, and difficulty focusing on non-digital activities.

#### REDUCED ATTENTION & COGNITIVE IMPACT

Prolonged use of tablets has been linked with reduced memory, slower processing speeds, and difficulties in concentrating. Research shows that children who spend excessive time gaming or consuming media on tablets may struggle with long-term development and executive functioning over time.

## Advice for Parents & Educators

#### ENABLE FAMILY SHARING

Family Sharing allows you to create a dedicated Apple ID for your child and manage their activity. Set up separate purchases, control what content they can access, and set time limits – all done remotely from your own device. It's a simple but powerful way to maintain oversight.

#### FILTER APPS, WEBSITES & IN-APP PURCHASES

Parental controls in iOS let you block explicit content in Safari, restrict app downloads, and manage in-app purchase permissions. You can also filter websites automatically to prevent access to adult material and disable the installation of certain app types completely.

#### USE SCREEN TIME FEATURES EFFECTIVELY

Tools like Downtime and App Limits can reduce device overuse. Downtime allows you to block access during set times – such as before bed or during homework – while App Limits set daily time caps on specific games or apps. Alerts help children participate when their time is almost up.

#### PREVENT UNAPPROVED SPENDING

Children can accidentally (or intentionally) make purchases within apps. Activating Ask to Buy, which requires family sharing, ensures you receive a notification to approve any app or in-app purchase. This stops surprise charges and allows you to discuss purchases together before they're made.

#### Meet Our Expert

Carly Page is a seasoned technology journalist with over a decade of experience. Formerly a senior cybersecurity reporter at TechCrunch, Carly now writes for publications including BBC, Forbes, Techradar, and The Verge. With a deep understanding of online safety, she brings a valuable perspective to parenting in the digital age.



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## What Parents & Educators Need to Know about MAKING FRIENDS ONLINE

In today's digital world, it's increasingly common for children to form friendships with people they've never met in person. While online connections can offer children a sense of belonging, they also carry significant risks. Around 15% of children aged 10 to 15 in England and Wales have chatted online with someone they've never met face to face. This guide offers expert advice for parents and educators on helping children navigate online friendships safely.

### WHAT ARE THE RISKS?

#### ONLINE GROOMING THREATS

Perpetrators can use games, chat apps or social media platforms to build relationships with children and gain their trust. This may quickly develop into grooming or exploitation. Between April 2017 and March 2020, UK online grooming activity increased by 14,000. Online grooming offences – an 82% increase in just five years.

#### EXPOSURE TO INAPPROPRIATE CONTENT

Children may encounter distressing or explicit material while interacting with online contacts – especially via TikTok. Between April 2017 and March 2020, UK online grooming activity increased by 14,000. Online grooming offences – an 82% increase in just five years.

#### PRIVACY AND DATA RISKS

Children and young people often overshare personal details – such as where they live or what they do – which could be used to identify them. In fact, 4.4% of 10 to 15-year-olds have at least one piece of real life with someone they only spoken to online.

#### COMPROMISED PERSONAL SAFETY

Meeting an online 'friend' in real life risks placing a child in serious danger. From abduction to sexual abuse, the consequences can be devastating. Reports of children being harmed after such meetings are becoming increasingly common in the UK, highlighting the need for safeguarding interventions.

#### PSYCHOLOGICAL DISTRESS

Online harm – such as cyberbullying, grooming or exposure to distressing content – can lead to long-term emotional risks, including anxiety, depression and PTSD. 'Stalkerbot' groups, who threaten to reveal children's secrets to others unless they pay them money, have reportedly targeted children as young as 11, leaving them traumatised and distressed.

#### LONG-TERM REPERCUSSIONS

Children exposed to harmful online content or experiences in their childhood may be at greater risk of mental health problems. One 12-year-old tragically died by suicide, highlighting the long-term psychological harm online friendships with strangers can cause.

26 FRIENDS ONLINE NOW

## Advice for Parents & Educators

### TEACH SAFE ONLINE HABITS

Help children understand how to use privacy settings, protect their personal information, spot fake profiles, and report anything suspicious or concerning, like pressure tactics. Encourage them to think critically about what they share – and whom they're talking to.

### KEEP CONVERSATIONS OPEN

Let children know they can talk to you about their online life. Avoid reacting with anger or judgement. As this may prevent them from opening up in the future, a child who feels listened to is more likely to disclose problems before they escalate.

### ENCOURAGE REAL-WORLD CONNECTIONS

Support children in building friendships through school, clubs, hobbies and activities in the real world. Strong offline relationships help reduce children's reliance on online platforms for social interaction, and can help them develop resilience and social confidence.

### USE PARENTAL CONTROLS

Parental control settings on devices, games and apps can help manage screen time, filter out inappropriate content, and monitor activity. While no system is perfect, they provide a valuable layer of protection as children explore digital spaces.

### Meet Our Expert

Corineia Rouse is a safeguarding consultant with over 20 years' experience in supporting children, families, and adults across education, social care, and mental health settings – both in the UK (including at Performance Level) and internationally.



X @wake\_up\_weds

f /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: 23.04.2025



At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guidance, hints and tips for adults.

# SUPPORTING CHILDREN'S MENTAL HEALTH

## 10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.

**NOS National Online Safety**  
#WakeUpWednesday

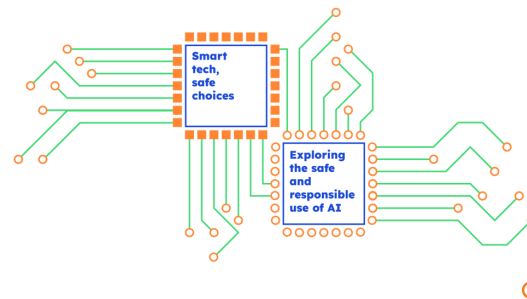
- 1 LISTEN**  
This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and show interest in what is being said. If your child feels listened to in the 'biggest of problems' they will become confident that you will listen when the 'biggest of problems' arise.
- 2 ASK TWICE**  
The campaign from time to change is great. It encourages us to change our judgement and ask twice. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.
- 3 THERE IS NO SUCH THING AS A STUPID QUESTION**  
This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without judgement or belittling, then they will have more confidence to ask the biggest of questions.
- 4 BE OPEN AND HONEST**  
Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss. It's very sad that some have died or 'lost' and that some have died. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.
- 5 KNOW WHEN TO SEEK HELP**  
Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.
- 6 TALK ABOUT MENTAL HEALTH NATURALLY**  
Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the child is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'
- 7 EMPATHISE**  
It makes sense that you would feel this way, it is understandable. Children often worry about things that we, as adults, might not see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they share their vulnerability and share their worries.
- 8 HELP YOUR CHILD FEEL SAFE**  
Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.
- 9 MIND YOUR LANGUAGE**  
Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'manic' or 'bipolar' can be harmful. Using the word 'mental', 'manic' or 'bipolar' can be harmful. Using the word 'mental', 'manic' or 'bipolar' can be harmful.
- 10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'**  
Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

**Meet our expert**  
This guide has been written by Anna Bateman. Anna is passionate about helping prevent at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.

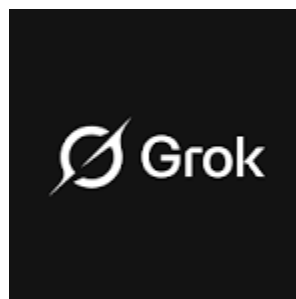
**Sources of Information and Support**  
Your GP  
Young Minds <https://youngminds.org.uk>  
<https://www.nhs.uk/conditions/mental-health-depression/>  
<https://www.nhs.uk/conditions/mental-health-depression/>  
<https://www.nhs.uk/conditions/mental-health-depression/>

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) Twitter - @natonlinesafety Facebook - /NationalOnlineSafety

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9 - We are getting ready to celebrate Safer Internet Day 2026 on the 10th of February. You can find more information here: <https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2026>



10 - You can't have escaped all the media attention around Grok and AI images<sup>4</sup>. As despicable as this is, it's just the tip of the iceberg and has been happening on many platforms long before Grok, and even if Elon Musk takes meaningful positive action this issue isn't going away any time soon.

We've already seen where a new AI startup essentially left their website front door open and over a million images leaked<sup>5</sup>, the majority of which were explicit.

We're in a new world with generative AI where we've got the two extremes: the exceptionally good and the horrifically bad.

The answer is there is no easy answer, there is no 'solution' but there are definitely steps we can take to mitigate the risk. Therefore, we need to be vigilant when allowing the use of search engines and social media. At school, we have filtering systems in place to combat the use of such software, but we know home are very different. If we can support you with this, please let us know.



11 - The Playstation Family App came out in Sept 2025 and it is a great way to help parents set up and manage their children's Gaming experience. Features include:

- Manage playtime.
- Activity report.
- Visibility into what children are playing.
- Approving playtime requests.

On this web page you will find detailed instructions to guide you through setting up a child account, get notified what game your child is playing in real time, approve or decline a request for extra playtime, apply content filters, privacy settings and more.

You can find the handy guide here<sup>6</sup>

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<sup>4</sup><https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fesafety-adviser.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3Dcbd59b76f0e1ad9db768db345%26id%3Dbb0dea5699%26e%3D840e1c963c&data=05|02|cgerry%40kernowlearning.co.uk|6b5d5a7e2471434e248708de533d3ebe|4069dd172dda44348f72fc516948a319|0|0|639039719686954699|Unknown|TWfPbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUslYiOilwLjAuMDAwMCIslAIiOiJXaW4zMilslkFOljoiTWFpbClslldUljoyfQ%3D%3D|0||&sdata=fiGt%2FXkbDI4Kle4uGeC2eKXQ35BjPXdJMew%2BPiXmt4A%3D&reserved=0>

<sup>5</sup><https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fesafety-adviser.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3Dcbd59b76f0e1ad9db768db345%26id%3Db96196c371%26e%3D840e1c963c&data=05|02|cgerry%40kernowlearning.co.uk|6b5d5a7e2471434e248708de533d3ebe|4069dd172dda44348f72fc516948a319|0|0|639039719686971508|Unknown|TWfPbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUslYiOilwLjAuMDAwMCIslAIiOiJXaW4zMilslkFOljoiTWFpbClslldUljoyfQ%3D%3D|0||&sdata=N2s5X6igMm0qpk1tcGbYhB%2Fa3LH%2Bcug97d8GUOJG8Ds%3D&reserved=0>

<sup>6</sup><https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fesafety-adviser.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3Dcbd59b76f0e1ad9db768db345%26id%3Dce55e870b8%26e%3D840e1c963>



12 - Are you aware that you can set up a Google account for your U13 children that contains filters controlled by Google and you?

There is some great advice on how to set this up here:

- Create a Google account for your child under 13<sup>7</sup>

Train to teach in Cornwall...

**Train to teach in Cornwall**  
 Train to teach in one of the most beautiful parts of the country, with the only provider in Cornwall accredited by the National Institute of Teaching.

**Next online information session on**  
**Monday 19th January**  
**5.00 - 6.00pm**  
**To book your place e mail:**  
**hello@kernowteaching.co.uk**

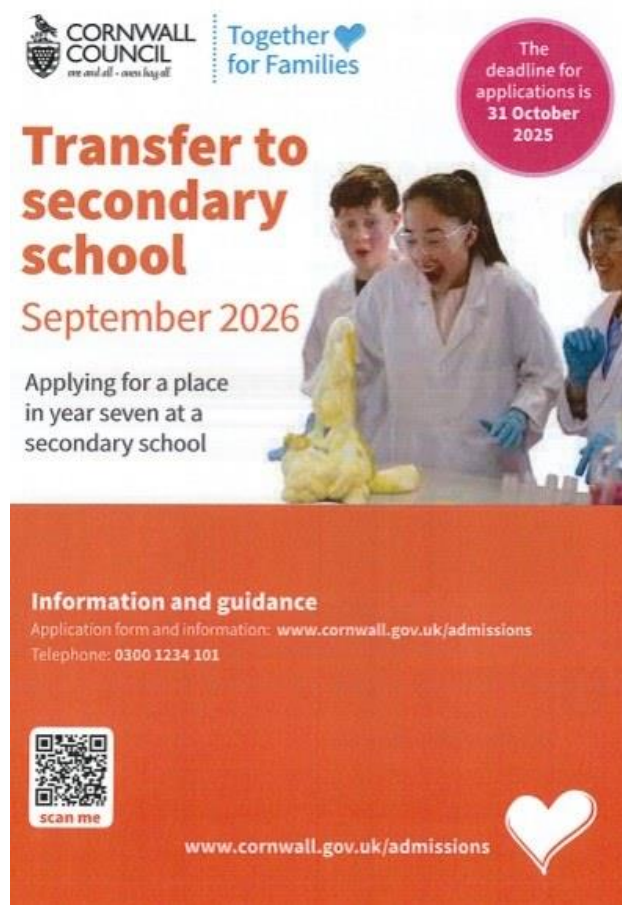
#AsOne

Kernow Initial Teacher Education  
 part of  
 Kernow Learning  
 Accredited by  
 NATIONAL INSTITUTE of Teaching  
 in collaboration with  
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<sup>7</sup><https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fesafety-adviser.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3Dcbd59b76f0e1ad9db768db345%26id%3Dc50cbff57f%26e%3D840e1c963c&data=05|02|cgerry%40kernowlearning.co.uk|97d953b9c99a4ec563b708de58bcc670|4069dd172dda44348f72fc516948a319|0|0|639045764996193911|Unknown|TWfPbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUslYiOilwLjAuMDAwMCIsIlAiOiJXaW4zMilslkFOljoITWfPbClslldUljoyfQ%3D%3D|0||&sdata=0kn4%2FQ74QtBppGgxbv2BwsjRHEWtV2%2FQp0z5DTFHgDg%3D&reserved=0>

[www.cornwall.gov.uk/admissions](http://www.cornwall.gov.uk/admissions)

Or secondary school in 2026?



The poster is for Cornwall Council's 'Transfer to secondary school' campaign. At the top left is the Cornwall Council logo with the tagline 'one and all - oves lay all'. To its right is the 'Together for Families' logo. A pink circular badge in the top right corner states 'The deadline for applications is 31 October 2025'. The main title 'Transfer to secondary school' is in large orange letters, with 'September 2026' below it. A photograph of three children in lab coats is on the right. Below the title, it says 'Applying for a place in year seven at a secondary school'. The bottom half of the poster is orange and contains the text 'Information and guidance', the website 'www.cornwall.gov.uk/admissions', the telephone number '0300 1234 101', a QR code with 'scan me' text, and a white heart icon.

CORNWALL COUNCIL  
one and all - oves lay all

Together for Families

The deadline for applications is  
31 October 2025

**Transfer to secondary school**  
September 2026

Applying for a place  
in year seven at a  
secondary school

**Information and guidance**  
Application form and information: [www.cornwall.gov.uk/admissions](http://www.cornwall.gov.uk/admissions)  
Telephone: 0300 1234 101

scan me

[www.cornwall.gov.uk/admissions](http://www.cornwall.gov.uk/admissions)

If you have any **Safeguarding Concerns**, here are some important contacts for you to use.

The Multi Agency Referral Unit<sup>8</sup> (MARU) is a service in Cornwall that provides support and advice to families and professionals regarding the welfare and safety of children. MARU acts as a central point of contact for concerns about children and young people, helping to connect them with the most appropriate services. Key functions of MARU:

- **Referral and Assessment:** MARU receives referrals about children who may be at risk and can initiate assessments to determine the appropriate level of support.

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<sup>8</sup>[https://www.google.com/search?safe=active&cs=0&sca\\_esv=f76fe1cd3d1e0b31&q=Multi+Agency+Referral+Unit&sa=X&ved=2ahUKewjW0ZyO8bGOAxUOQEEAHT-yJZUQxccNegQIAhAB&mstk=AUtExfDRQ7TOos5Nmc4xbQacZg2J4P0VR6BM3tX8Oq9Dlrz0YnVcpfvhQRPNGFhng4e-Mfus2prDxiDA74A4FcpG9XAOZXfb9ZA8YSHKIX3KZpT9am5Tdkmdo5LguL73mMOWpPc&csui=3](https://www.google.com/search?safe=active&cs=0&sca_esv=f76fe1cd3d1e0b31&q=Multi+Agency+Referral+Unit&sa=X&ved=2ahUKewjW0ZyO8bGOAxUOQEEAHT-yJZUQxccNegQIAhAB&mstk=AUtExfDRQ7TOos5Nmc4xbQacZg2J4P0VR6BM3tX8Oq9Dlrz0YnVcpfvhQRPNGFhng4e-Mfus2prDxiDA74A4FcpG9XAOZXfb9ZA8YSHKIX3KZpT9am5Tdkmdo5LguL73mMOWpPc&csui=3)



- **Multi-Agency Collaboration:** MARU works with various agencies, including social services, health professionals, and educational institutions, to ensure a coordinated response.
- **Signposting and Advice:** MARU provides information and guidance to families and professionals on how to access relevant support services, including Early Help services.
- **Early Help:** MARU may refer families to the Early Help Hub<sup>9</sup>, which offers a range of support services to address identified needs and prevent escalation to more serious interventions.

When to contact MARU:

- **Concerns about a child's safety or well-being:** If you are worried about a child's safety or have concerns about their welfare, you can contact MARU.
- **Seeking advice about child protection:** Professionals can contact MARU for advice on how to respond to specific situations or to discuss whether a referral to children's social care is necessary.

Contact information:

- **Telephone:** 0300 123 1116
- **Email:** multiagencyreferralunit@cornwall.gov.uk according to Cornwall Council<sup>10</sup>
- **Location:** Cornwall Council

Important Note: If a child is in immediate danger, contact the police on 999.

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<sup>9</sup>[https://www.google.com/search?safe=active&cs=0&sca\\_esv=f76fe1cd3d1e0b31&q=Early+Help+Hub&sa=X&ved=2ahUKEwjW0ZyO8bGOAxUOQEEAHT-yJZUQxccNegQIGBAB&mstk=AUTExfDRQ7TOos5Nmc4xbQacZg2J4P0VR6BM3tX8Oq9Dlrz0YnVcpfvhQRPnGFhng4e-Mfus2prDxiDA74A4FcpG9XAOZXfb9ZA8YSHKIX3KZpT9am5Tdkmdo5LguL73mM0WpPc&csui=3](https://www.google.com/search?safe=active&cs=0&sca_esv=f76fe1cd3d1e0b31&q=Early+Help+Hub&sa=X&ved=2ahUKEwjW0ZyO8bGOAxUOQEEAHT-yJZUQxccNegQIGBAB&mstk=AUTExfDRQ7TOos5Nmc4xbQacZg2J4P0VR6BM3tX8Oq9Dlrz0YnVcpfvhQRPnGFhng4e-Mfus2prDxiDA74A4FcpG9XAOZXfb9ZA8YSHKIX3KZpT9am5Tdkmdo5LguL73mM0WpPc&csui=3)

<sup>10</sup><https://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/>

## Community Events...



### Parents Plus Adolescents Programme

A 9-week workshop delivered weekly. Each session is 2-hours in length. This hybrid programme gives you the option to attend in-person or virtually on Microsoft Teams.

This is an evidence-based workshop that covers topics such as:

- Understanding teenagers
- Pressing the pause button
- Getting to know your teenager
- Establishing rules with teenagers
- Connecting with your teenager
- Communicating rule positively
- The power of encouragement
- Using consequences
- Dealing with conflict and aggression
- Problem solving with teenagers
- Creating a discipline plan
- Family problem solving
- Empowering teenagers
- Establishing routines
- Parent self-care
- Active listening

#### When?

Tuesdays, 9:30-11:30am  
starting 24th February 2026

#### Where?

Wadebridge Family Hub  
or on Microsoft Teams



#### To book visit

[parentbooking.cornwall.gov.uk/  
book/add/p/4](https://parentbooking.cornwall.gov.uk/book/add/p/4)

#### Contact us

Website: [www.cornwall.gov.uk/parenting](https://www.cornwall.gov.uk/parenting)  
Email: [parenting@cornwall.gov.uk](mailto:parenting@cornwall.gov.uk)



Together  for Families

 [www.cornwall.gov.uk/  
parenting](https://www.cornwall.gov.uk/parenting)

13 - A fantastic opportunity to join and gather advice from Parents Plus over a 9 week workshop for those adults parenting a 12 - 19 year old.

## St Merryn Church Updates





## **ST MERRYN CHURCH**

### **Service Every Sunday**

### **at 11.15am**

#### **January 2026**

4th	Morning Worship	Epiphany
11th	Holy Communion	Baptism of Christ
18th	Morning Worship	Epiphany 2
25th	Songs of Praise	Epiphany 3

#### **February 2026**

1st	Morning Worship	<b>CANDLEMAS</b>	Epiphany 4
8th	Holy Communion		2 before Lent
15th	Morning Worship	<b>HMS WARWICK</b>	1 before Lent
22nd	Songs of Praise		Lent 1

#### **March 2026**

1st	Morning Worship		Lent 2
8th	Holy Communion		Lent 3
15th	Morning Worship	<b>MOTHERING SUNDAY</b>	Lent 4
22nd	Songs of Praise		Lent 5
29th	Benefice Service	<b>PALM SUNDAY</b>	



*Everyone Welcome - All Services are Family friendly*  
*Services followed with refreshments - Dogs are welcome*  
**Free Car Park PL28 8ND**



Churchwarden: Elizabeth Bennett 07714075039



## **St Merryn Church**

## **Coffee Morning**

**Every Tuesday**  
**10am-12pm**



Pre-loved clothes  
Books-Bric-à-brac  
Children's Toys  
Local Veg  
Prize Winning Baking  
cakes & savoury  
Lots of Raffle  
Prizes to be won!



**St Merryn Church Hall**  
**FREE PARKING**  
**PL28 8ND**

**Dog friendly**

**CHURCH SERVICE**  
**11.15am EVERY SUNDAY**





# St Merryn Church

## MOTHERING SUNDAY

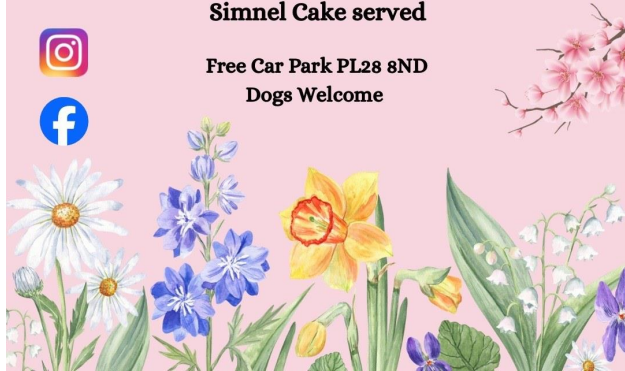
### FAMILY SERVICE

**11.15AM 15<sup>TH</sup> MARCH**

A posy of flowers for every Mother  
Tea/Coffee and Traditional Homemade  
Simmnel Cake served



Free Car Park PL28 8ND  
Dogs Welcome



# St Merryn Church

## PANCAKE DAY

### *Shrove Tuesday*

**17<sup>th</sup> February 10am to 1pm**

*Pancakes with various toppings*

*served at*

*Coffee Morning*

*All the usual stalls and more*



**Raffle**

**Tombola**

*Valentine theme*



**St Merryn Church Hall**  
Free Car Park PL28 8ND  
Dogs Welcome





## Dates for the Diary



### **Save the Date:**

#### **February**

**HALF TERM – Mon 16th – Friday 20th**

**Mon 23rd – Inset Day (School closed to children)**

**Tues 24th – Children return to school**

#### **March**

Mon 2nd – Parent Consultations

Tues 3rd – Parent Consultations

Wed 4th – Parent Consultations

Thurs 5th – World Book Day – Roald Dahl theme

Thurs 12th – RNLI Visit

Thurs 19th – Farm and Country School trip (Kestrels and Starlings)

Thurs 26th – Space Camp (Year 3) More info to follow

Wk beg: Mon 30th Easter Week

Mon 30th – The Great St Merryn Bake Off (FOSMS event)

## **April**

Thurs 2nd – Easter Egg Hunt

Thurs 2nd – Easter Church Service 2:15

**Fri 3rd – Fri 17th Easter Holidays**

**Mon 20th – Children return to school**

Wk beg: 27th – Bikeability (Year 5)

## **May**

**Fri 1st – Inset Day (School closed to children)**

**Wk beg: 11th – Year 6 SATS Week**

**HALF TERM 25th-29th**

## **June**

Mon 1st – Wed 3rd Year 5 and 6 London Residential

Wk beg: June 8th - Year 5 and Year 6 Surf Week

Tues 16th – Sports Day 9:30-12:00

Thurs 18th – Sports Day reserve

Thurs 18th & Fri 19th – Year 4 Residential

Wk beg: 22nd – Science Week

Wk beg: 29th - Arts Week

## **July**

Fri 10th – Arts Night

Mon 13th - Arts Night reserve

Tues 21st – Year 6 Meal/Disco

Wed 22nd – Year 6 Leavers Assembly/Last Day of term



## School Terms and Holidays 2025/26

St Merryn School

<b>September 2025</b>			<b>October 2025</b>			<b>November 2025</b>											
Mon	8	15	22	29	Mon	6	13	20	27	Mon	4	11	18	25			
Tue	2	9	16	23	30	Tue	7	14	21	28	Tue	5	12	19	26		
Wed	3	10	17	24		Wed	1	8	15	22	29	Wed	5	12	19	26	
Thu	4	11	18	25		Thu	2	9	16	23	30	Thu	6	13	20	27	
Fri	5	12	19	26		Fri	3	10	17	24	31	Fri	7	14	21	28	
Sat	6	13	20	27		Sat	4	11	18	25		Sat	1	8	15	22	29
Sun	7	14	21	28		Sun	5	12	19	26		Sun	2	9	16	23	30
<b>December 2025</b>			<b>January 2026</b>			<b>February 2026</b>											
Mon	1	8	15	22	29	Mon	5	12	19	26	Mon	2	9	16	23	30	
Tue	2	9	16	23	30	Tue	6	13	20	27	Tue	3	10	17	24	31	
Wed	3	10	17	24	31	Wed	7	14	21	28	Wed	4	11	18	25		
Thu	4	11	18	25		Thu	1	8	15	22	29	Thu	5	12	19	26	
Fri	5	12	19	26		Fri	2	9	16	23	30	Fri	6	13	20	27	
Sat	6	13	20	27		Sat	3	10	17	24	31	Sat	7	14	21	28	
Sun	7	14	21	28		Sun	4	11	18	25		Sun	1	8	15	22	
<b>March 2026</b>			<b>April 2026</b>			<b>May 2026</b>											
Mon	2	9	16	23	30	Mon	5	12	19	26	Mon	4	11	18	25		
Tue	3	10	17	24	31	Tue	6	13	20	27	Tue	5	12	19	26		
Wed	4	11	18	25		Wed	1	8	15	22	29	Wed	6	13	20	27	
Thu	5	12	19	26		Thu	2	9	16	23	30	Thu	7	14	21	28	
Fri	6	13	20	27		Fri	3	10	17	24	31	Fri	1	8	15	22	29
Sat	7	14	21	28		Sat	4	11	18	25		Sat	2	9	16	23	30
Sun	1	8	15	22	29	Sun	5	12	19	26		Sun	3	10	17	24	31
<b>June 2026</b>			<b>July 2026</b>			<b>August 2026</b>											
Mon	1	8	15	22	29	Mon	6	13	20	27	Mon	3	10	17	24	31	
Tue	2	9	16	23	30	Tue	7	14	21	28	Tue	4	11	18	25		
Wed	3	10	17	24		Wed	1	8	15	22	29	Wed	5	12	19	26	
Thu	4	11	18	25		Thu	2	9	16	23	30	Thu	6	13	20	27	
Fri	5	12	19	26		Fri	3	10	17	24	31	Fri	7	14	21	28	
Sat	6	13	20	27		Sat	4	11	18	25		Sat	1	8	15	22	29
Sun	7	14	21	28		Sun	5	12	19	26		Sun	2	9	16	23	30
<b>Key:</b>			<b>Term dates summary:</b>														
<div><div>School Holiday</div><div>Bank Holiday</div><div>INSET Day</div><div>School open</div></div>			<b>Autumn Term (74 days)</b> 2nd September 2025 - 19th December 2025 (Half term: 27th-31st October 2025) <b>Spring Term (59 days)</b> 5th January 2026 - 2nd April 2026 (Half term: 16th - 20th February 2026) <b>Summer Term (62 days)</b> 20th April 2026 - 22nd July 2026 (Half term: 25th-29th May 2026)														
<b>Bank and Public Holidays 2025/26</b>																	
Christmas Day	25th December 2025				Easter Monday					6th April 2026							
Boxing Day	26th December 2025				May Bank Holiday					4th May 2026							
New Years Day	1st January 2026				Spring Bank Holiday					25th May 2026							
Good Friday	3rd April 2026				Summer Bank Holiday					31st August 2026							



## School Terms and Holidays 2026/27

St Merryn School

<b>September 2026</b> Mon 7 14 21 28 Tue 1 8 15 22 29 Wed 2 9 16 23 30 Thu 3 10 17 24 Fri 4 11 18 25 Sat 5 12 19 26 Sun 6 13 20 27	<b>October 2026</b> Mon 5 12 19 26 Tue 6 13 20 27 Wed 7 14 21 28 Thu 1 8 15 22 29 Fri 2 9 16 23 30 Sat 3 10 17 24 31 Sun 4 11 18 25	<b>November 2026</b> Mon 2 9 16 23 30 Tue 3 10 17 24 Wed 4 11 18 25 Thu 5 12 19 26 Fri 6 13 20 27 Sat 7 14 21 28 Sun 1 8 15 22 29
<b>December 2026</b> Mon 7 14 21 28 Tue 1 8 15 22 29 Wed 2 9 16 23 30 Thu 3 10 17 24 31 Fri 4 11 18 25 Sat 5 12 19 26 Sun 6 13 20 27	<b>January 2027</b> Mon 4 11 18 25 Tue 5 12 19 26 Wed 6 13 20 27 Thu 7 14 21 28 Fri 1 8 15 22 29 Sat 2 9 16 23 30 Sun 3 10 17 24 31	<b>February 2027</b> Mon 1 8 15 22 Tue 2 9 16 23 Wed 3 10 17 24 Thu 4 11 18 25 Fri 5 12 19 26 Sat 6 13 20 27 Sun 7 14 21 28
<b>March 2027</b> Mon 1 8 15 22 29 Tue 2 9 16 23 30 Wed 3 10 17 24 31 Thu 4 11 18 25 Fri 5 12 19 26 Sat 6 13 20 27 Sun 7 14 21 28	<b>April 2027</b> Mon 5 12 19 26 Tue 6 13 20 27 Wed 7 14 21 28 Thu 1 8 15 22 29 Fri 2 9 16 23 30 Sat 3 10 17 24 31 Sun 4 11 18 25	<b>May 2027</b> Mon 3 10 17 24 31 Tue 4 11 18 25 Wed 5 12 19 26 Thu 6 13 20 27 Fri 7 14 21 28 Sat 1 8 15 22 29 Sun 2 9 16 23 30
<b>June 2027</b> Mon 7 14 21 28 Tue 1 8 15 22 29 Wed 2 9 16 23 30 Thu 3 10 17 24 Fri 4 11 18 25 Sat 5 12 19 26 Sun 6 13 20 27	<b>July 2027</b> Mon 5 12 19 26 Tue 6 13 20 27 Wed 7 14 21 28 Thu 1 8 15 22 29 Fri 2 9 16 23 30 Sat 3 10 17 24 31 Sun 4 11 18 25	<b>August 2027</b> Mon 2 9 16 23 30 Tue 3 10 17 24 31 Wed 4 11 18 25 Thu 5 12 19 26 Fri 6 13 20 27 Sat 7 14 21 28 Sun 1 8 15 22 29
<b>Key:</b> <div><div>School Holiday</div><div>Bank Holiday</div><div>INSET Day</div><div>School open</div></div>		
<b>Term dates summary:</b> <b>Autumn Term (72 days)</b> 3 September 2026 - 18 December 2026 (Half term: 26 - 30 Oct 2026) <b>Spring Term (54 days)</b> 4 January 2027 - 25 March 2027 (Half term: 15 - 19 February 2027) <b>Summer Term (62 days)</b> 12 April 2027 - 23 July 2027 (Half term: 31 May - 4 June 2027)		
<b>Bank and Public Holidays 2026/27</b>		
Christmas Day 25th December 2026	Easter Monday 29th March 2027	
Boxing Day 28th December 2026	May Bank Holiday 3rd May 2027	
New Years Day 1st January 2027	Spring Bank Holiday 31st May 2027	
Good Friday 26th March 2027	Summer Bank Holiday 30th August 2027	

15 - Term Dates 2026 - 2027