



January Newsletter 2026

Welcome to the January Edition of our Newsletter!

Head's Welcome

Happy New Year to all of our families, and a very warm welcome to the first newsletter of 2026!

As we begin the new year, this newsletter offers a chance to reflect on some of the wonderful festive highlights from the end of the Autumn term, while also looking ahead to what promises to be an exciting and busy Spring term.

We had a fantastic end to the Autumn term, with the magic of Christmas truly filling our school. The children and staff enjoyed a wonderfully busy few weeks preparing for the festive season. From the beautiful Nativity performance to our KS2 production of *Oliver with a Twist*, the standard of performance was outstanding and a real credit to everyone involved.

The celebrations continued with a delicious Christmas lunch, class Christmas parties (thank you to Paul and Lucy!), and a fantastic trip to the Hall for Cornwall (thank you FOSMS team!). We ended the term on a real high with a heart-warming carol service in the Church, shared with friends and family, which was a truly special way to close the term.

As we look ahead to the Spring term, we already have lots planned. Our swimming weeks have now been booked (please see the dates below), along with a range of sporting events already in the diary. Clubs have also begun, and we hope there is something to appeal to everyone. If you have not yet signed up, please speak to Mrs Worrall, who will be happy to check availability.

We have many exciting activities and events planned for the term ahead. Please keep an eye on the dates listed below, as these will continue to be added to over the coming weeks.

Thank you, as always, for your continued support. We wish you all a very happy and successful start to 2026.

Mrs King

Staffing updates

We are delighted to inform you that **Miss Jessica Elsey** has been appointed as the new full-time class teacher for **Kestrel Class**. Miss Elsey is very much looking forward to getting to know the children, and we are pleased to welcome her to our school community.

We would also like to take this opportunity to thank **Mrs Kelly** for her commitment and support in teaching Kestrel Class during the last half-term.

As some of you may be aware, **Mrs Chandler** will be absent for the next two weeks following a planned procedure. To ensure continuity for Kestrel Class, **Mrs Olivey** will be supporting the class as Teaching Assistant during this period. **Mrs Burnham** will continue to remain in **Starlings Class**.

Mrs Muller will be undergoing surgery on her hand this week. We are expecting her to return to work on **Wednesday 28th January**. During this short period of absence, **Miss Clayton** will continue to work alongside an experienced supply teacher to ensure consistency for our children.

We are also very pleased to welcome **Mr Gerry** back to school and **Wagtails Class** following a period of absence last term.

Finally, we are delighted that our **nursery numbers are rapidly increasing**. To accommodate this growth, we have advertised for a **Teaching Assistant** to work alongside Mrs Muller and Miss Clayton. The closing date for applications is **Monday 12th January**. Further details can be found on the **Kernow Learning website**.

Key Stage 2 - Oliver with a Twist!

We were absolutely delighted to welcome families to our Key Stage 2 production of ***Oliver with a Twist*** this December. What a show it was! The children were truly incredible and showcased some real talent in acting, dancing and singing. Every performance was delivered with confidence, enthusiasm and a wonderful sense of humour, making the production both brilliant and very funny from start to finish. All of the children should be extremely proud of themselves — they worked so hard and completely rose to the challenge. They certainly made us all very proud and put on a fantastic show that will be remembered for a long time. It was a joyful and

uplifting way to end the term. A huge thank you must also go to our amazing parent helpers who supported the production behind the scenes. From set painting and costume help to lighting and sound support, your time and effort were very much appreciated.









News from FOSMS

Christmas roundup

What a wonderful run up to Christmas we had, starting with the children creating their own designs for Christmas gifts. Then our wreath making workshop and serving festive drinks before all the evening performances. Unfortunately the weather was against us for Christmas fun and carols but we were still able to run a few games and give out chocolates after the church service. And of course not forgetting ending the school year with a big treat for all the children. The nursery children visited Father Christmas, while the rest of the school had a trip to the Hall for Cornwall to see Aladdin pantomime.

We would like to say thank you to Kernow Chocolate for donating the lovely hamper for our raffle and to everyone for supporting all our events. We will announce how much was raised soon.

2026

We have had our first meeting for 2026 and once again already planning for the coming months.

Events

Doughnuts

Again we will be holding a Krispy Kreme tuck shop at the end of January, pre order forms should be in school bags next week.

Big Breakfast is back!

Save the date **Friday 13th February** Full details to follow.

Fundraising

This term we will be raising money for the school library.

Reminders

Pre-Love Uniform Shop

Have you seen our new shop? If you haven't pop into the old nursery 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

Tuesday 2nd February 6:30pm Farmers Arms

Diary Dates

January

- 30th Krispy Kreme tuck shop

February

- 2nd Monthly Meeting
- 13th Big Breakfast

Sports Updates



Sports News & Clubs

We are looking forward to another busy and exciting term of sporting events, building on the many achievements and successes of last year. As always, we are extremely proud of all the children who represent our school, and the feedback we receive continues to be very positive.

We encourage all children to take part in the sporting opportunities available this term, as participation helps to develop confidence, teamwork, and a love of physical activity.

Upcoming Dates

- 12.01.26 – KS2 Cross-Country
- 26.01.26 – Gifted & Talented Academy
- 09.02.26 – Netball Festival

Clubs

We offer a wide range of extra-curricular clubs that run after school during the week. Please see the separate registration form to sign your child up. This half-term, clubs will run from Monday 5th January to Friday 13th February.

As always, we kindly ask that children who sign up for a club commit to attending regularly.

Thank you for your continued support.

Mrs Lewis PE Lead

humour to reduce pressure. These small changes can make home and school life calmer and more positive for everyone.



Wild Tribe Update

Wild Tribe Sessions – Parent Helper Support Needed

During the last term, we were unfortunately unable to run Wild Tribe sessions for the Wagtails, Starlings, Kestrels, and Barn Owls classes due to staff shortages. We recognise how valuable these forest school–style sessions are for our children and are keen to reintroduce them as soon as it is safely possible. In order to resume Wild Tribe lessons, we are seeking **parent helpers** who would be willing to support staff during these sessions. Volunteers would need to commit to **one afternoon per week for the duration of a full term**, providing consistency and continuity for the children. We appreciate that this is a significant commitment and understand it may not be possible for everyone. However, Wild Tribe sessions offer rich opportunities for outdoor learning, teamwork, confidence-building, and enjoyment, and we know how much the children benefit from and value these experiences. If you are interested in supporting Wild Tribe sessions

or would like further information, please contact the school office. Your involvement could make a meaningful difference in enabling these much-loved sessions to return. Please talk to your teacher or Mrs Muller.

Spelling Shed and Active Learn Maths

Spelling and handwriting are two of our whole school priorities and there will be weekly spellings your child brings home to practise. **Please help your child to practise these spellings each week. The weekly spellings will also be available on Spelling Shed – a fun way to practise each week's spellings.** Please see the front of reading records for log in details.

Children can also access 'Active Learn' online from home, where there are maths games to enhance their learning, and also TT Rockstars, which helps children to increase their recall of their times tables. Details of their log ins are also in their reading records.



Reading at home

Why Reading at Home Matters: Helping Children Thrive

Reading is one of the most powerful tools we can give our children. It supports not only their academic success, but also their confidence, imagination, and emotional wellbeing. While children do plenty of reading at school, regular reading at home makes a huge difference—and we know that for some families, this can be challenging to fit into busy routines.

Why is reading at home so important?

- **Stronger learning across all subjects** Children who read regularly develop better vocabulary, comprehension, and communication skills. These skills support learning in every subject, from maths to science and beyond.
- **Improved concentration and confidence** Reading helps children learn to focus for longer periods and builds confidence as they become more fluent and independent readers.

- **A love of stories and imagination** Books open doors to new worlds, ideas, and experiences. Reading for pleasure encourages creativity and curiosity—qualities that last a lifetime.
- **Emotional development** Stories help children understand feelings, relationships, and different perspectives, supporting empathy and emotional intelligence.

What if my child is reluctant to read?

You're not alone. Many children find reading challenging or would rather choose screens or other activities. The good news is that small, positive steps can make a big impact.

Simple ways to support reading at home:

- Aim for **10–15 minutes a day**—little and often is better than long sessions.
- Let your child **choose books** that interest them, even if they seem easy or are comics or magazines.
- Read **together**—take turns, read aloud, or share a story at bedtime.
- Talk about the book: ask what they liked, what surprised them, or what might happen next.
- Be a **reading role model**—children who see adults reading are more likely to value it themselves.
- Praise effort, not just accuracy, to keep reading a positive experience.

Working together

When school and home work together, children benefit most. By encouraging regular reading at home, you are giving your child a gift that supports their learning now and sets them up for future success.

Thank you for your continued support in helping your child grow into a confident and enthusiastic reader.

St Merryn School Council

This term we are looking at taking part in the Big Bird Watch as part of our thinking about the environment and the impact we have on it.

Please take part in the Big Bird Watch by signing up for it at home. <https://www.rspb.org.uk/whats-happening/big-garden-birdwatch>¹

Some of our classes will be taking part with this as part of a School Bird Watch as well.

Reading For Pleasure



Live Assembly from Antarctica

Recently, classes across the school took part in an exciting live assembly streamed directly from Antarctica. Pupils were captivated as they learned about life in one of the world's most extreme environments, the wildlife that lives there, and the important scientific work taking place. The session was highly engaging, sparked lots of curiosity, and led to thoughtful questions and discussions back in class. It was a fantastic opportunity to bring learning to life and inspire pupils' interest in the wider world.

As we step into the new year, we are excited to celebrate our love of reading across the school. Alongside reading for pleasure, classes are enjoying a range of engaging class texts linked to our history and geography topics, helping to bring learning to life and deepen understanding of the world around us. Through sharing stories, novels and non-fiction texts, children are developing curiosity, vocabulary and a genuine enjoyment of reading, reinforcing the importance of reading both for learning and for pleasure.

¹<https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.rspb.org.uk%2Fwhats-happening%2Fbig-garden-birdwatch&data=05|02|cgerry%40kernowlearning.co.uk|d7532573e3e24bd2deb008de4ee5a3b0|4069dd172dda44348f72fc516948a319|0|0|639034945359220177|Unknown|TWfPbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIslAiOiJXaW4zMilslkFOljoitWFpbClslldUljoyfQ%3D%3D|0||&sdata=i0O7qSD5bK4eMlvzmdA28lmK1WUe96P6Vp4OxpOyAc%3D&reserved=0>

More Reading for Pleasure Book Recommendations

EYFS

- The Snail and the Whale – Julia Donaldson
- Handa's Surprise – Eileen Browne
- Lost and Found – Oliver Jeffers
- The Lion Inside – Rachel Bright
- The Little Red Hen – traditional tale

KS1

- Meerkat Mail – Emily Gravett
- The Day the Crayons Quit – Drew Daywalt
- Grace Darling – Sue Reid
- Paddington – Michael Bond
- The Lighthouse Keeper's Lunch – Ronda & David Armitage

KS2

- The Butterfly Lion – Michael Morpurgo
- Escape from Pompeii – Christina Balit
- Journey to the River Sea – Eva Ibbotson
- Running Wild – Michael Morpurgo
- The Nowhere Emporium – Ross MacKenzie

St Merryn Gardening Club

Our Gardening Club has been very busy this term, getting the garden ready for the winter season. The children have been **weeding, pruning the apple trees**, and preparing the beds for new growth. Together, we have been **planting lettuces, pak choi, beetroot, and spinach**, and we're looking forward to seeing how they grow over the coming weeks. The anticipation of enjoying vegetables that we have grown ourselves makes this project even more exciting! We are also planning to add some herbs to the planters by the poly tunnel to make a sensory herb garden for us to explore and to brighten up our school for the colder months and the coming

spring. If you happen to have any **shrubs or plants** that you are removing from your garden, please let **Mrs Worrall or Mrs Muller** know — they would be delighted to give them a new home in our school garden.

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 January Updates

Be smart on the internet



Childnet
International

www.childnet.com

S

SAFE

Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.



M

MEETING

Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.



A

ACCEPTING

Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!



R

RELIABLE

Information you find on the internet may not be true, or someone online may be lying about who they are.



T

TELL

Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

You can report online abuse to the police at www.thinkuknow.co.uk

THINK
UK
KNOW
.co.uk



www.kidsmart.org.uk

KidSMART



Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.



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 Online Safety, these guides now address wider topics and themes. For further guides, tools and tips, please visit thenationalcollege.com.

What Parents & Educators Need to Know about YOUTUBE

Almost anyone with an internet connection knows YouTube. The Google-owned site lets anyone upload videos to be shared around the world, and as a result, it's an incredible resource with instant free access to material covering every conceivable topic. But with over 500 hours of video uploaded every minute, not all of it will be appropriate for young eyes.

WHAT ARE THE RISKS?

INAPPROPRIATE CONTENT

YouTube is free and can be accessed via a browser or app, even without creating a YouTube account. Some content is suitable for 'age-restricted' requiring the user to be logged into an account with a verified age of 18, but content can still show some really inappropriate content. This can include profanity and violence, which some young users may find upsetting.

CONNECT WITH STRANGERS

YouTube recommends videos related to what the user has previously watched on their account, aiming to create content that will interest them. This is intended to be helpful but it can also lead to binge watching and screen addiction – especially if 'autoplay' is active. Users without accounts can browse popular videos from the last 24 hours for a choice of content.

RADICALISATION

YouTube's algorithm tends to promote content that's getting the most traffic – a lot of which can be quite extreme. It can be fine for harmless topics, but YouTube isn't required to moderate content that means that conspiracy theories, hate news and radical ideologies can occasionally surface to wrap themselves around the most easily accessible. To make things worse, they may be recommended.

CONNECTING WITH STRANGERS

YouTube is a social media platform which allows people to interact with other (usually unknown) users. Account holders can leave comments on any video they have access to, as well as message other users directly. Connecting with strangers online can potentially lead to children being exposed to online harassment, grooming and – in the worst cases – online predators. If a child is creating content themselves, this can increase the likelihood of them becoming a target.

TRENDS AND CHALLENGES

YouTube is teeming with trends and challenges, some of which are fun to watch and join in with. Children often feel peer pressure to try them out. Most challenges tend to be safe, but many others may cause physical or emotional harm. Children who watch or copy them, may be put in physical challenges. Some people use these two ingredients to burn their skin in the case of a challenge.

SNEAKY SCAMMERS

The comments sections of popular content are often a hotbed of activity, attempting to lure users into clicking on their profile links. Scammers impersonate YouTube by adopting their names and profile pictures, and using the same language. Children may not realise that these users aren't who they seem to be.

Advice for Parents & Educators

APPLY RESTRICTED MODE

For older children, Restricted Mode is an advanced setting that prevents YouTube from showing inappropriate material (such as drug and gambling videos, explicit language and sexual content) to teenage viewers. To prevent children from viewing explicit age-inappropriate content on the platform, we would recommend enabling Restricted Mode on each device that they use to access YouTube. It won't also turn off the underlying history of for recent YouTube algorithm automatically recommending something inappropriate.

TRY GOOGLE FAMILY

Creating a Google Family account allows parents and carers to monitor what their child is watching, uploading, and sharing with other users. It will also display their recently watched videos, searches, and recommended videos. In general, a Google Family account gives a parent or carer oversight of how their child uses sites like YouTube and helps to ensure that they are only recommending appropriate content.

MONITOR ENGAGEMENT

YouTube is the online viewing platform of choice for millions of people, many of them under 18. Younger children will watch different content to older ones, of course. You may want to keep an eye on how engaged your child is with the material – and, if appropriate, with content creators – to understand what they're interested in. Remember that creators often share content outside of YouTube, so don't ignore their web presence elsewhere.

CONSIDER YOUTUBE KIDS

It is possible to identify most inappropriate content completely via Google's own YouTube Kids app for Android handsets and iPhone. This lets you filter content by 'preschool' (4 and under), 'family' (ages 5-8) and 'older' (ages 9-12). This isn't a perfect substitute for parental supervision as the app's filtering system is automated, and Google can't manually review all videos.

CHECK PRIVACY SETTINGS

YouTube gives users the option of uploading videos as 'private' or 'unlisted' – so they could be shared exclusively with family and friends, for example. Comments on videos can also be disabled and channels that a child is subscribed to can be hidden. If the child is responsible to not be hidden, if the child is only uploading videos set as 'private', they are far less likely to receive direct messages from strangers.

LIMIT SPENDING

Although YouTube is free, it does offer some in-app purchases. For example, users can rent and buy TV shows and movies to watch. It's important to avoid children purchasing content online, limit their access to online payment methods. Many parents have discovered the hard way that a child happily consuming a paid-for series quickly leads to an unexpected bill.

Meet Our Expert
Alan Martin is an experienced technology journalist who has written for The New York Times, The Guardian, The Independent and The New Statesman.

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2 - How to use YouTube safely and appropriately

10 Top Tips for Parents and Educators

RECOGNISING & MANAGING STRESS

According to recent studies, over 50% of young people report feeling regularly overwhelmed – with stress impacting their learning, emotional wellbeing and social connections. If left unaddressed, stress can lead to more serious concerns such as anxiety, depression or disengagement. This guide offers ten practical, evidence-based strategies to help children and young people recognise, manage and recover from stress in healthy ways.

1 SPOT THE SUBTLE SIGNS

Look out for changes in mood, behaviour, or energy levels. Signs of irritability, withdrawal, clinginess, or frequent headaches. These may indicate that a child is feeling overwhelmed. By tuning into these cues early and offering a calm, non-judgemental space to talk, adults can help children feel heard and supported before issues escalate.

2 KEEP CONVERSATIONS FLOWING

Make time for open, informal check-ins – whether it's during car journeys, over dinner, or in quiet classroom moments. Let children know it's okay to talk about what's bothering them. Regular, low-pressure conversations create a safe space where emotions are validated, not dismissed.

3 MAKE MOVEMENT PART OF THE DAY

Physical activity can dramatically reduce stress hormones while improving mood and focus. Encourage movement through activities children genuinely enjoy – from team sports to dancing around the kitchen. Even light activity like stretching or walking the dog can help us all unwind.

4 SUPPORT HEALTHY SLEEP PATTERNS

Poor sleep makes stress harder to manage. Establish a calming evening routine that avoids screens before bedtime and promotes winding down, such as reading, listening to music, or chatting quietly. Good sleep hygiene helps reset mood, enhance concentration, and boosts emotional resilience.

5 PRACTISE MINDFULNESS

Mindfulness doesn't have to mean long periods of meditation. A few slow breaths before lessons or short family meditation sessions before bed can make a real difference. These simple practices help children ground themselves, reduce emotional reactivity, and build inner calm over time.

6 SET DIGITAL BOUNDARIES

Excessive screen time, especially before bed or on social media, is linked with higher stress levels. Set clear expectations for when and where devices can be used and suggest screen-free alternatives like crafts, nature walks, or board games to promote digital balance and reduce overstimulation.

7 NURTURE SOCIAL CONNECTIONS

Strong relationships act as a buffer against stress. Whether it's a trusted adult, a sibling, or a good friend, ensure children have people around them they can talk to and spend quality time with. Help them build these bonds through shared activities and meaningful interaction.

8 PROGRESS OVER PERFECTION

Set realistic goals and praise effort, not just outcomes. When children feel pressured to be perfect, stress naturally follows. Celebrate small wins and help them reframe setbacks as learning opportunities. This helps build confidence and reduce the fear of failure.

9 TEACH EVERYDAY PROBLEM-SOLVING

Use real-life scenarios to build resilience. Encourage children to identify problems, consider possible solutions, and choose a plan of action. Practising these steps builds a sense of control and reduces the helplessness that often accompanies stress.

10 BE THE MODEL THEY NEED

Children notice how adults respond to challenges. Model healthy coping strategies such as taking breathers, asking for help, or calmly expressing frustration. By showing how you manage stress constructively, you help normalise these behaviours and encourage children to do the same.

Meet Our Expert

Anna Bateman is Director of Holistic 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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3 - Recognising and managing stress

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 Cyber Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit thenationalcollege.com.

What Parents & Educators Need to Know about ONLINE SLANG

Slang moves fast – and for many young people, it's not just how they talk, but how they share their identity and feelings. Learning key terms helps adults connect and show understanding, even if the lingo seems baffling at first.

WHAT ARE THE RISKS?

GENERATIONAL MISCOMMUNICATION

Words like 'lit' or 'vibes' can be misunderstood by adults, leading to awkward moments or a breakdown in trust. These phrases often carry subtle social messages among young people.

RAPIDLY SHIFTING MEANINGS

Slang changes quickly. A term like 'slay' might sound complimentary one week and be regarded as an insult the next. This makes it easy for adults to feel put out and for children to feel misunderstood.

SHIELDING BULLYING OR EXCLUSION

Inside jokes and trending terms like 'slay' or 'vibes' can be used to mock or exclude others. What looks like harmless fun might actually reinforce social division or bullying.

PERFORMING FOR THE ALGORITHM

Slang often reflects what's popular on platforms like TikTok. Young users might exaggerate or act out for likes, creating online personas that don't match their real selves.

CONTENT MODERATION WITH CODED SPEECH

To avoid content filters, young people sometimes use slang or emojis to talk about serious topics – for example, saying 'smolies' instead of other words – meaning terms. This makes harmful content harder to spot.

LONG-TERM DIGITAL FOOTPRINT

A slang-filled post might seem funny now but could influence years later, during job checks or university applications – possibly out of context, but not always.

Advice for Parents & Educators

KEEP UP, DON'T CATCH UP

Follow youth culture pages or ask your child about new slang. Staying informed shows that you're engaged and open to understanding their world.

ASK, DON'T INTERROGATE

Use open questions to invite conversation. You're not quizzing them – just trying to learn more about their online lives.

FOCUS ON CONNECTION OVER CONTROL

Being someone your child can talk to is more valuable than using strict filters or monitoring apps. Openness builds trust.

ENCOURAGE CRITICAL MEDIA LITERACY

Talk about where slang comes from, how it spreads, and how it can impact others. This helps young people use language more thoughtfully.

ONLINE SLANG CHEAT SHEET

The following slang terms are common examples – please be aware this isn't an exhaustive list and both meaning and prevalence can change rapidly.

COMMON SLANG

- Sigma** - Independent, self-reliant (often male) mindset; proud outsider status. Often celebrated in motivational memes.
- Bitchslap** - Nonsense word from the viral 'bitchslap' meme; expresses chaos or fun, usually harmless but pervasive.
- Chat** - The collective audience or group of viewers (e.g. on a livestream). Used when addressing followers directly.
- Lock in** - To focus, commit or get serious (e.g. before gaming or sports). Positive encouragement to concentrate.
- Cooking** - Doing something exceptionally well or gaining momentum. Opposite of 'tossed'.
- Rizz** - Charm or flirting ability (short for charisma). Can praise social confidence.
- Beats or rizz forming** - One's perceived 'energy' or 'vibe', forming 'meats'.

POTENTIALLY CONCERNING SLANG

- Boo** - An adult content creator (e.g. OnlyFans). Indicates exposure to NSFW material.
- Qwat or gwaft** - Sexualised exclamation about someone's backside. Objectifies appearance.
- Tyrolere trouble / bombarding exorcists / lung lung lung sahur** - Spammy references to AI-generated creatures with 'futon'-sounding names. Can dog chase, derail discussion, and harass others.
- Glazing** - Overpraising or obsessively defending a streamer or celebrity.
- Crash out** - To lose control, give up or have a meltdown; sometimes used as self-harm.
- Crooked** - Banned, exhausted or in serious trouble; sometimes mental health-related.
- Unalive** - Euphemism for death or suicide, used to avoid content filters.
- RPE** - Used to suggest someone is lacking independent thoughts or is repetitive and predictable.

Meet Our Expert

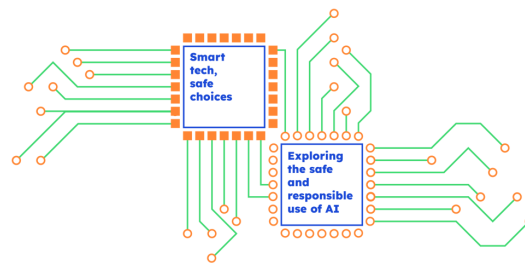
Keith Brown is a globally renowned email expert and the Editor in Chief of [emailgenius.com](https://www.emailgenius.com), the world's number one email resource. He has an MSc in Business Psychology from University College London and an MBA from Queen's School of Business and Technology.

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4 - What slang words you need to be aware of in this ever evolving world



5 - 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>



6 - Instagram is revamping Teen Accounts to be inspired by movie ratings for ages 13+. This means, teens will see content that's similar to what they'd see in an age-appropriate movie, by default.

You can read more here: <https://about.instagram.com/blog/announcements/instagram-teen-content-safety-pg-13>

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 aspire

The poster features a background image of four people in blue shirts working on a sandy beach. The text is overlaid on the image, providing information about a training program in Cornwall. The bottom right corner includes logos for Kernow Initial Teacher Education, Kernow Learning, the National Institute of Teaching, and a collaboration with aspire.

Do you have a child for a place in reception class of 2026?



CORNWALL COUNCIL
one and all – working all

Together  for Families

The deadline for applications is
15 January 2026

Do you have a child born **between 1 September 2021 and 31 August 2022?**

If so, you will need to apply for a place in a reception class in September 2026 for your child by the deadline of **15 January 2026**.









Please note: you will need to apply even if your child attends a school's nursery or pre-school class. If a school is oversubscribed the fact that a child attends a school's nursery or pre-school, or a local nursery or pre-school, does not automatically guarantee a place at that school. The school's oversubscription criteria will be used to allocate places. Visit our website or contact us for more information.

Visit www.cornwall.gov.uk/admissions for more information and to access the online application system.

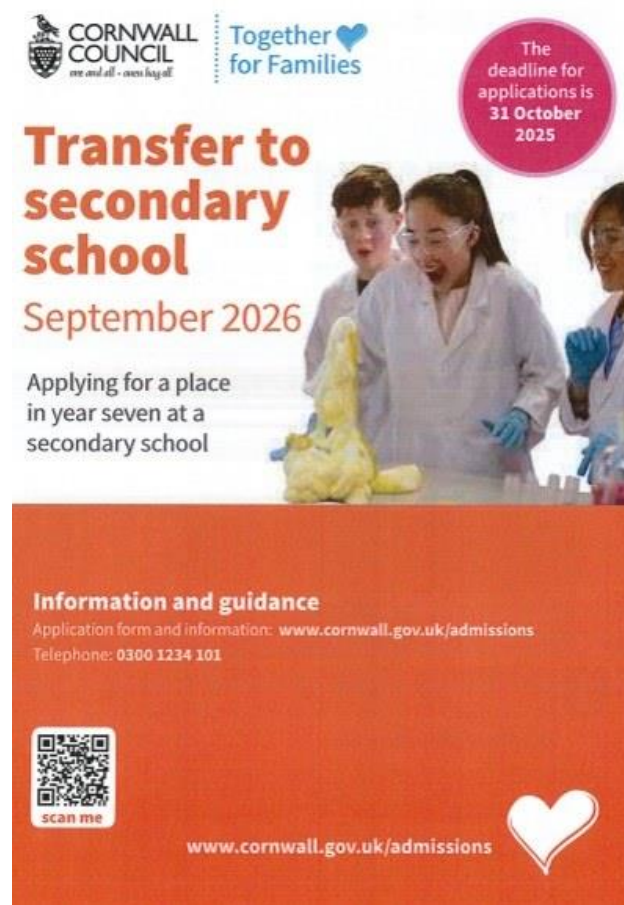




Photos by iStock/Forum.com, iStock.com, iStockphoto.com

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 - one by 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 - one by 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
Telephone: 0300 1234 101

scan me

www.cornwall.gov.uk/admissions

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

The Multi Agency Referral Unit² (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.

²https://www.google.com/search?safe=active&cs=0&sca_esv=f76fe1cd3d1e0b31&q=Multi+Agency+Referral+Unit&sa=X&ved=2ahUKEwjW0ZyO8bGOAxUOQEEAHT-yJZUQxccNegQIAhAB&mstk=AUtExfDRQ7TOos5Nmc4xbQacZg2J4P0VR6BM3tX8Oq9Dlrz0YnVcpfvhQRpNGFhng4e-Mfus2prDxiDA74A4FcpG9XAOZXfb9ZA8YSHKIX3KZpT9am5Tdkmdo5LguL73mM0WpPc&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 Hub³, 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 Council⁴
- **Location:** Cornwall Council

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

³https://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

⁴<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
Email: parenting@cornwall.gov.uk



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one and all • o'neg hag all

Together  for Families



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

7 - 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.

Flu Vaccination Drop in Clinic Information.

Flu continues to be an issue in our communities, compounded by this recent cold weather. Before Christmas you very kindly circulated our poster about catch-up clinics for the nasal flu vaccine for those who missed at our school visits.

We will be running some Saturday drop-in clinics on 10th and 24th January and in early February, to give parents every opportunity to ensure their children are vaccinated as the flu season continues.

Flu
Vaccination

School Age
Reception -
Year 11

Drop In Clinic

Saturday 10 Jan 2026

10:30 - 13:30

Shortlanesend Village
Hall

School Hill, Truro
TR4 9DU

For more information
please speak with a
member of the team

Call us on

01872 221105

kernowhealthcic.schoolimmunisation@nhs.net

Flu
Vaccination

School Age
Reception -
Year 11

Drop In Clinic

Saturday 10th Jan 2026

10:30 - 13:30

Estover Health Centre

Leypark Walk
Plymouth

PL6 8UE

For more information
please speak with a
member of the team

Call us on

01392 342678

kernowhealthcic.schoolimmsdevon@nhs.net

Flu
Vaccination

School Age
Reception -
Year 11

Drop In Clinic

Saturday 24th Jan 2026

10:30 - 13:30

New St Austell Hub

Chi Austel

White River Place

St Austell PL25 5AZ

For more information
please speak with a
member of the team

Call us on

01872 221105

kernowhealthcic.schoolimmunisation@nhs.net

Flu
Vaccination

School Age
Reception -
Year 11

Drop In Clinic

Saturday 7th February 2026

10:30 - 13:30

Redruth Family hub

Drump Road

Redruth

TR15 1LU

For more information
please speak with a
member of the team

Call us on

01872 221105

kernowhealthcic.schoolimmunisation@nhs.net

MONTHLY DROP-INS

AT

St Austell Library

Third Friday of every month 10am to 12pm.

Refreshments provided.

Open to families looking for support or anyone wishing to find out more about our services.

For families with children when a parent/carer has a terminal illness

gunnerskids.org





SilverCloud offers a number of programmes including:

- Supporting an Anxious Child
- Supporting an Anxious Teen
- Supporting a Child with ADHD

Interactive cognitive behavioural therapy (CBT) programmes to help support and make you feel better

For more information and to sign up please use the link below:
<https://cornwallcyp.silvercloudhealth.com/signup/>



Dates for the Diary



Save the Date:

January

Wk beg: Mon 26th – Year 3&4 Swimming Week

Mon 26th - Gifted & Talented Sports Academy

Fri 30th - FOSMS Krispy Kreme Tuck Shop

February

Mon 2nd - FOSMS Meeting (6:30pm The Farmers Arms)

Mon 9th - Netball Festival

Wk beg: Mon 2nd – Year 1&2 Swimming Week

Fri 13th - FOSMS Family Big Breakfast

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

Tuesday 3rd – Parent Consultations

Wed 4th – Parent Consultations



School Terms and Holidays 2025/26

St Merryn School

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