



Inspiring, believing
and achieving in our
loving Christian
community

Newsletter

Date: **Friday 30th January 2026**

Issue: **#18**

“Let your light shine before people so that they may see your good works and glorify your Father in heaven.” (Matthew 5:v.16)



CONGRATULATIONS

Congratulations to the children who have been chosen to receive our Christian Value award this week.

Reception (Mrs Aspinall) – **Barney P**

Year 1 (Miss Threlfall) – **Delilah B**

Year 2 (Mrs Coupe)– **Aiden B**

Year 3 (Miss Reeve)– **Haniya I**

Year 4 (Mrs Parsons)– **Finn W**

Year 5 (Mrs Todd)– **Leo C**

Year 6 (Mrs Knight)– **Miles C**

Diary Dates

MONDAY 2ND FEBRUARY

3pm Whole School Worship

TUESDAY 3RD

3pm Hymn Practice

WEDNESDAY 4TH

3pm Key Stage Worship

THURSDAY 5TH

3pm Key Stage Worship

Football League Fixtures- Girls' Team
(4pm/ 4:20pm/ 4:40pm/ 5pm)

FRIDAY 6TH

2:45pm Celebration Assembly

WEEKLY ATTENDANCE

(Week beginning 19th January 2026)
SCHOOL MINIMUM TARGET: 96.4%

WHOLE SCHOOL: 95.9%

Reception: 98.7%

Year 1: 91.3%

Year 2: 95.3%

Year 3: 97.3%

Year 4: 95.3%

Year 5: 98%

Year 6: 94.8%

PTFA- dates for your diary

Friday 27th February: Teddy Tombola & doughnut sale from 3pm

Friday 20th March: non-uniform day- bring an Easter Egg to school for the Easter Bingo

Thursday 26th March: EASTER BINGO!
In our school hall

Thursday 30th April: Discos- KS1 & KS2



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KURLING

On Tuesday morning, four year 3 children competed in the KS2 Kurling competition at West View Leisure Centre. We were the youngest team entered into the competition, with some schools entering children from a range of KS2 year groups.

We were placed in a group with Ribbleton, Kennington and Fulwood and Cadley. After beating Ribbleton 2-1 in our opening match and Kennington 2-0 in our second, and despite losing 4-0 to Fulwood and Cadley in our final group match, we progressed into the Quarter Finals as group winners.

In our Quarter Final match we played Ingol. After the opening end, we were 2-0 down. However, a great second end saw us win by 3 stones, and thus 3-2 overall, progressing through to the semi-finals. In our semi-final match, we faced the same Kennington team we defeated in the group stage. We were 1-0 down after the first end, but another strong second end, saw us equalise with a 1-0 win, and thus take the match into an additional end. We won this additional end 1-0 and progressed through to the FINAL.

In the FINAL we came up against Blessed Sacrament. This match followed a very similar pattern. We were 2-0 down after the first end. Again, our team showed tremendous perseverance, and played with great composure and skill to win the second end 3-0, and thus take the match and 1st place with a 3-2 victory! A great performance from Beth Mc G, Esther H, Bella W and Sam H.

MATHLETICS

Scores for: 19.1.26—25.1.26

Children scoring 1000+ points:

1st place: year 6	15 children
2nd place: year 5	14 children
3rd place: year 2	12 children
3rd place: year 3	12 children
4th place: year 1	11 children
5th place: year 4	7 children
5th place: reception	7 children



Panathlon Team Shine at the Sir Tom Finney Sports Centre

Last Friday afternoon, a fantastic group of pupils – Noah, Theo, Oliver, William, Anayah, Theo, Erica and Mimi – proudly represented our school at the Panathlon competition held at the Sir Tom Finney Sports Centre in Preston.

The team worked brilliantly together, showing great teamwork, determination and plenty of smiles throughout the afternoon. They approached every activity with enthusiasm, kindness towards others and impressive resilience – truly letting their lights shine.

Pupils took part in a variety of exciting activities, including Harlem Hoops, Parachute Popcorn, Boccia Blast, Table Cricket and Bowling. Whether they were scoring points, cheering each other on, or trying something new, each member of the team gave their very best.

We are incredibly proud of our Panathlon competitors for representing our school with such positivity and spirit. Well done, team!

WORSHIP this week...







Dietrich Bonhoeffer

Dietrich Bonhoeffer

Did not give up his faith in God. God stayed faithful and was with him, always.



...not to speak, is to speak. Not to act, is to act!

Bishop Philip explained:

- What do you do when you know that something is wrong?
- There's a choice: stay silent and pretend you haven't seen it or speak out.
- Bonhoeffer saw the rise of the Nazi regime and people being oppressed and bullied, particularly Jewish people.
- He did so at tremendous price, he lost his life because of this.
- When you see something is wrong, by not doing something about it, you are allowing injustice to continue.



Holocaust Memorial Day is a time to remember.

It's also a time to reflect on our own lives.

Can Dietrich Bonhoeffer inspire you to speak out and act if you see something that is wrong?

Reflection task: Remember someone or reflect on something. Would you like to add a candle to your prayer tree?



Remembrance Candle

Light is used in many cultures to symbolise goodness, positivity and hope and candles have supported the creation of beautiful events, ranging from celebrations to somber vigils. People light candles as a sign of remembrance and reflection.



Father God,
We thank you for the life of Dietrich Bonhoeffer. A man who we can look at, think about and learn from. As he always held you in his heart, we pray that we can do the same, by being faithful to you, just as you are faithful to us. We pray for all who suffered in the Second World War, help us to learn from those situations that you are always with us. Lord, we pray for peace.

Amen



Does how we behave matter as much as how well we play?

The Golden Rule

Christian Value: Respect

God

Creation

Full

People of God

Inclusion

Consent

Substitution

Kingdom of God

The Football Association (FA) has published a review looking at behaviour in football across England. It wants to ensure football practice and matches are safe, fair, and enjoyable for everyone, including players, referees, and fans. The review encourages all involved in the sport to play their part in supporting and following values of positive behaviour.

How can we show others the same kindness we'd like to receive this week?

Think together and talk

- What does it mean to treat others the way you wish to be treated? Why is this important?
- What are some different ways we can show respect?
- Does respect only apply to people, or should we show respect to things and places too?

British Values

Rules keep us safe and help us get along. Whether we are playing a game of football or being together in our community, when we follow the Law, we create a kinder and safer place for everyone.

The Bible tells us that respect is about recognising that every person is important. This idea is known as the Golden Rule, because it is a simple guide for how to live our lives in that we should treat others how we wish to be treated.



So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.

Matthew 7:12



PICTURE NEWS

Prayer

Dear God,
Thank You for making every person in our world unique and important.
Give us the wisdom to listen and understand how to show true respect.
Please help us to remember to treat others with the same kindness and respect that we wish to receive ourselves.

Amen.

ECO-TOWN- FEBRUARY HALF-TERM

We are hosting a week of open days during the February half term where there is no minimum group size for Community Groups and local residents, and offers a behind-the-scenes look at where your recycling goes and how it is processed once it leaves your home. It's a great opportunity to see how everyday recycling choices make a real difference. The interactive walkway is fun and informative and is packed full of ideas you can take away with you.

Our centre also includes a bright and welcoming education classroom, which is available for group activities. We also have an outdoor zone with an auditorium, covered seating area and a solar farm.

The following slots are available:

Monday 16th February 2026: 9.30am-11.30am or 12.30pm-2.30pm/ Tuesday 17th February 2026: 9.30am-11.30am or 12.30pm-2.30pm/ Wednesday 18th February 2026: 9.30am-11.30am or 12.30pm-2.30pm/ Thursday 19th February 2026: 12.30pm-2.30pm/ Friday 20th February 2026: 9.30am-11.30am or 12.30pm-2.30pm

We would love to welcome your group and share how we are working together to build a more sustainable future.

Please copy this link into your browser to find out more about Eco Town: <https://ecotown.lancashirerenewables.co.uk>

If you would like to book onto one of the above sessions, please email us and we will get back to you. eco.town@lancashirerenewables.co.uk



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, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.



The National College