

# ULLESTHORPE CE PRIMARY SCHOOL

ENRICHMENT FOCUS

FRIDAY 13TH JUNE 2025

WWW.ULLESTHORPE.LEICS.SCH.UK

## HEAD OF SCHOOL

MRS J. ALLEN

**'Learn together, Grow together, Shine forever'**

Our Christian value in focus for this half term is 'Thankfulness'. As we begin to look back over the school year that has passed, we can be very thankful for all of the wonderfully enriching opportunities that have been provided here at Ullesthorpe CE Primary School, some of which are shown in this newsletter.

My thanks, as always, go to the truly fabulous staff team here who go above and beyond to nurture each and every child, to our supportive governors, volunteers and families, and, of course, to the children themselves who are the reason for everything that we do.

In our Friday worship assemblies we have enjoyed celebrating the many different ways in which the children in our school community are shining their light. Congratulations to those children who have been Stars of the Week most recently: Hector, Thomas J, Laynie, Jacob B, Emily J, Molly T, & Jacob H. Well done to them all!

Please do feel free to come and speak with me at the school gates, or make an appointment through the school office.



## UPCOMING DATES

### Reports to Parents:

Friday 27<sup>th</sup> June

### Sports Day & PTA

Summer Fair: Fri 27<sup>th</sup> June

### Oak Class Production:

Tues 1<sup>st</sup> July 6:30pm &  
Weds 2<sup>nd</sup> July 1:45pm

### End of School Year:

Tuesday 8<sup>th</sup> July 3:15pm

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## FAITH VISITS & REFLECTION

What a spiritual and reflective school year this has been for all of our children!

Our Year 5 children enjoyed a cultural visit this April to the Leicester Belgrave Road; they visited a Hindu temple, took part in an Indian Dance workshop and also visited a beautiful sari shop!

Our Year 3 pupils visited three different sacred spaces this Easter time: Leicester Cathedral; Guru Nanak Gurdwara; the Kadampa Buddhist Centre. Mrs Mays and I accompanied them, and we were both so impressed with their respectful interest in finding out about these places of worship.

Our Year 6 students also undertook a reflective Pilgrimage to Leicester Cathedral of nearly 6 miles - to mark their special journey to reach the milestone end of primary school.



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## SPORTING SUCCESS

### Football competitions & Expert Coaching

As always, our junior children have been taking part in a wide range of sporting competitions and events this year. Thanks to Mrs Hartley for taking the lead with this.

What an energetic, fun time we all had - thanks to the free football training (offered by Football Development in association with Aston Villa) yesterday. Great footwork everyone!



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## A BROAD CURRICULUM

### Science & technology

Our children love their Science and Design & Technology learning and there is always so much going on across the school!

From the Butterfly life-cycle learning in Willow Class, to the Textiles lunch-bag design and making work in Oak Class.



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## CURRICULUM VISITS

### Twycross Zoo

Maple Class recently visited Twycross Zoo as part of their Science curriculum looking at animals, their habitats, and their characteristics. The children enjoyed seeing a variety of different animals from around the world and learned about different animal adaptations and animal conservation.

In Literacy, Year 1 and 2 are now using their experiences at the zoo as inspiration for some fabulous descriptive writing and recounts.



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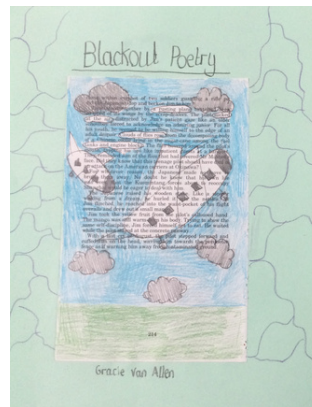
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## SECONDARY SCHOOL VISIT

### Year 5 Experience Days

Our local secondary schools: Lutterworth High School and Lutterworth College both offer experience days for our Year 5 children to visit and find out what it would be like to study there in Year 7. Poetry, Food Technology and Drama were on the timetable for Monday's visit - looks like our Year 5 were suitably impressed!



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**MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.**

## ENCOURAGING ATTENDANCE

SCHOOL ATTENDANCE CHECK-IN

**SUPERBLY WELL DONE TO THOSE WITH 100%  
ATTENDANCE!**

<b>Class:</b>	<b>Last Week: %</b>	<b>This Week: %</b>
<b>Willow</b>	<b>95</b>	<b>97</b>
<b>Maple</b>	<b>97</b>	<b>99</b>
<b>Birch</b>	<b>99</b>	<b>98</b>
<b>Oak</b>	<b>96</b>	<b>96</b>
<b>EYFS</b>	<b>95</b>	<b>97</b>
<b>Year 1</b>	<b>99</b>	<b>97</b>
<b>Year 2</b>	<b>95</b>	<b>100 %</b>
<b>Year 3</b>	<b>98</b>	<b>98</b>
<b>Year 4</b>	<b>99</b>	<b>97</b>
<b>Year 5</b>	<b>97</b>	<b>99</b>
<b>Year 6</b>	<b>96</b>	<b>94</b>
<b>School Overall (this year):</b>		<b>National Average:</b>
<b>95%</b>		<b>94.5%</b>

# What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

## WHAT ARE THE RISKS?

### MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

### EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

### PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

### REDUCED CRITICAL THINKING



Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

### DIGITAL DEPENDENCY

Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

### UNCLEAR ETHICAL BOUNDARIES

Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

## Advice for Parents & Educators

### ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.



### ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.



### PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.



### ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.



## Meet Our Expert

Brendan O'Keefe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.

