

ULLESTHORPE CE PRIMARY SCHOOL

BIRCH CLASS FOCUS

FRIDAY 16TH OCTOBER 2025

WWW.ULLESTHORPE.LEICS.SCH.UK

HEAD OF SCHOOL

MRS J. ALLEN



UPCOMING DATES

Half Term Break:

Mon. 20th - Fri 24th Oct

Individual Photos:

Tuesday 28th October

Secondary Application

Deadline for Year 6:

Thursday 31st October

Throughout Ullesthorpe CE Primary School, we have continued the Autumn term very positively in a S.T.A.R listening way: our visitors always comment on the children's polite manners and the feel-good atmosphere across the school.

We have kept a focus on our school's Christian vision: 'Learn together, Grow together, Shine forever', and our children continue to flourish and shine their light on others through their many successes and the good choices that they make - read on to find out about the enriching experiences that Birch Class have been involved with this term.

Congratulations to Scarlet and Bella for their winning Monster Trail designs for the Harborough Trail.

Congratulations also go to the following children who were awarded class certificates at our most recent Celebration Assemblies: Georgia, Sophie, Caleb, Skye, Arthur, Charlie, Abigail, Oliver, Max, George, Emily, Amelia, Joshua, Hunter, Mia and Isabelle.

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.



**Inspiring Primaries
Academy Trust**
Inspiring all to flourish and succeed



**Diocese of
Leicester**
Board of Education



S.T.A.R LISTENING

ENCOURAGING ACTIVE LISTENING

The S.T.A.R listening frame supports our students in encouraging better, active listening behaviours such as increased focus and participation:

S: Sit up smartly in a comfortable listening position; perhaps by clasping hands together or placing them onto your lap.

T: Track (follow with your eyes) the person who is speaking.

A: Attempt to answer questions and join in whenever possible.

R: Respect others by not interrupting and by being supportive of everyone's contributions.

We find that this helps the vast majority of our children to better concentrate when it is time for focused listening. Of course, a small minority of our children will have particular needs and will need to approach active listening in a different way.

Please feel free to ask any of our teaching staff about S.T.A.R listening behaviours and how well our children are responding.



SIT UP



TRACK THE SPEAKER



ANSWER QUESTIONS



RESPECT OTHERS



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BIRCH CLASS

MRS MCMURRAN

An Enriching Half-Term: 'Learning Together'

We hope that the rest of the school and our parents/carers enjoyed our Harvest celebration at the Ullesthorpe Congregational Church the other week where the children spoke so well.

Thank you for all the donations for the Lutterworth Food Bank - we know that they are valued and appreciated greatly.

Birch have had a great start to this year and a busy half term with their learning:

- In Art & Design lessons, the children have been looking at shading and drawing natural objects: their final pieces were leaf prints
- Birch children have been creating monsters for the Harborough district - Congratulations to Bella and Scarlet who had their designs turned into fantastic cartoon images!
- In Science we have been looking at living things and their habitats. We made traps to see what invertebrates we could catch/find in different areas of the school!
- We enjoyed a Remembrance poetry session online and are looking forward to reading the poems that some have written for the optional homework competition (still time to enter - in by 31st Oct)



UPCOMING DATES

PTA event

Autumn Lights Fancy

Dress Party:

Friday 31st October 4-5:30
at the Village Hall.

Parents Evenings:

Tues 25th November

Thurs 27th November

More details to follow!

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BIRCH CLASS PHOTOS

**HARVEST SERVICE AT THE ULLESTHORPE
CONGREGATIONAL CHURCH**



A HARVEST TO BE PROUD OF:

**Thank you for your Harvest donations for the
Lutterworth Foodbank.**

**Well done to our Ullesthorpe CE Primary School
community!**

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BIRCH LEARNING PHOTOS



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SCHOOL COUNCIL 25-26



**Congratulations to our new
School Council members:**

Sam, Emily, Laynie, Isaac, Freddie and Lottie!
Your classmates have voted for you to be their school council representatives and I am very much looking forward to working with you from next half term!

Mrs Allen



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**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

ENCOURAGING ATTENDANCE

SCHOOL ATTENDANCE CHECK-IN

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

Class:	Last Week %	This Week %
Willow	100	96
Maple	98	90
Birch	95	86
Oak	95	88

Year Group:

EYFS	100	98
Year 1	99	92
Year 2	97	87
Year 3	91	84
Year 4	99	87S
Year 5	96	92
Year 6	95	84

School Overall % (this Year):

95.5%

National Average:

95.5%

What Parents & Educators Need to Know about MEMES

WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

Advice for Parents & Educators

ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

Meet Our Expert

Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



See full reference list on our website

