

BELIEVE, ACHIEVE, ASPIRE



Truro and Penwith
Academy Trust



ST BURYAN ACADEMY NEWSLETTER

Friday 5th June 2026

www.stburianacademy.com

Tel: 01736 810480



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TURN ON NOTIFICATIONS AND RECEIVE NOTICE WHEN WE UPLOAD OUR
NEWSLETTERS, MENUS AND UPDATE OUR DIARY!

Key Dates

Please check the key dates below for upcoming events. New dates may be added across the term so please check our lines of communication when notified.

In this edition...

Welcome and Notices

Supporting Reading at Home

20 is Plenty

Term dates: this year and next

June and July Key dates

Our Curriculum

Music Lessons

Attendance

Volunteers

Wake Up Wednesday:

Supporting Mental Health

Contact Information

INSET DAYS 25/26

Friday 24th July 2026

Welcome to our latest newsletter! You may have noticed that these have been less this term. As we have moved across to TPAT there has been a slight increase in time needed in other administration areas to ensure that the move has gone smoothly - but from now on we will ensure that our newsletters go back to fortnightly!

As usual, I will give a bit of an introduction here - but within this edition you'll find some recent photos, some key dates for our busy half term, some information on how you can support reading at home, our current learning, why attendance is important, how you can help the school, how to support your children in specific areas and some community events coming up over the next few weeks! And breathe!

You may have noticed that over the last few weeks we have moved over to our 'TPAT' email addresses. Please note that for all staff, these are now their first initial followed by their surname, preceded by **stburian.tpacademytrust.org**

We will still receive any sent to our old addresses, but please start to send to this address.

For example, my new email address is as follows:
jmcdonald@stburian.tpacademytrust.org

When contacting staff by emails, please be mindful of when you are sending them, it is not an expectation of staff to reply straight away - but they will do so when they are able to. We do adopt open lines of communication and do allow you to contact staff through emails, but please go through the correct routes to contact staff and be mindful that not all schools allow this.

It is a busy term ahead, so please be aware of our key-dates, we will also communicate through our usual lines, for awareness. We have also included our 26/27 term dates!

Our attendance is really strong at the moment - we are well above the National Average! This is testament to your great support on our attendance priority, our children for helping to create a great school community and to our

staff for making our school such a happy place for our children to thrive in.

That being said, we have noticed that this past term our attendance has slipped slightly due to term time holidays. Please remember that we are not able to authorise these absences and should a child have 10 unauthorised absences (5 days) in a 10 week period, we must refer these to County where you could face a penalty notice. This would still be the case if you took 9 absences (4.5 days) and another half day within the ten-week period.

We have been with Aspens for a while now, they provide our school dinners - cooked by the amazing Jo; so everyone should be aware of how to book school dinners. Recently we have had more families not book dinners, which leads to disruption in the kitchen. As all of our meals are cooked on-site, fresh to order, a meal not being placed has an impact on portion sizes and effects all of our children. You have until 9.30am to book your child's meal for the day - but you can book meals well in advance.

From now, if we do not have your child's lunch booking by 9.30am, we will be asking for you to bring up a packed lunch for your child.

On packed lunch, we must remind parents that we are a 'healthy school' and work with Healthy Cornwall regularly, providing our children with additional advice and learning about healthy eating, food types as well as the benefits and dangers of certain food.

You can find some useful information on healthy packed lunches here: <https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/>

We've noticed lots of processed and high-sugar foods in lunchboxes of late. Whilst we appreciate that these are often convenient, many of these foods high calorie and high sugar but not filling. As well as having longer term effects, in the short term they can lead to children have spikes in sugar with afternoon 'crashes', afternoon headaches and changes in behaviour.

Everyone loves a treat - me more than most - but we do ask that you consider the variety of foods and amount of 'sweet treats' in your child's lunches - including those hidden sugars in those 'fruit snacks'. Thank you!

As you know, we are on the Isles of Scilly next week. I will be available intermittently through the week by email, but please direct any general queries to Mrs Care on tcare@stburyan.tpacademytrust.org and any Safeguarding related matters to myself and Mrs King on lking@stburyan.tpacademytrust.org

Thank you

Mr McDonald

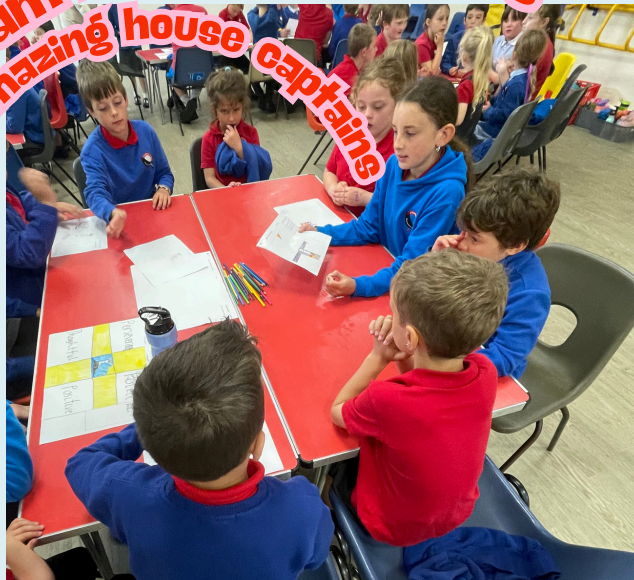




Key Stage 2 work with MADE
developing their skills in the Arts



Whole School team building activities
led by our amazing house captains





6-Week Fluency Homework Grid

Dear Parent or Carer,

This fluency homework grid has been designed to support all of our key stage 2 children with reading fluently. 'Reading fluency' means being able to read words accurately, at a good pace, and with expression. Fluent readers are better able to understand what they read; they grow in confidence too.

Each week, we ask that your child will complete a short reading task at home. The tasks focus on recognising words, reading with expression, and building confidence. We've included some helpful prompts so you can support your child with their reading each day. You don't need any special resources—just a quiet space, some encouragement, and a little time together.

We aren't asking for you to submit this, unless you would like to share anything. These strategies will help your children achieve even more! They are designed to be short and snappy, so not to take up a lot of your time.

Thank you for supporting your child's reading journey! Remember that you can always repeat tasks throughout the week or go back to them – reinforcement is a big part of learning.

Half termly fluency Homework Grid

Week	Focus Area	Homework Task	Parent Prompt
Week 1	Word Recognition & High Frequency Words	Highlight high-frequency words in a short passage of a book from home or school and read them aloud at least 3 times.	Can your child recognise and read the high-frequency words without sounding out? You can find some high-frequency words here: https://acrobat.adobe.com/id/urn:aaid:sc:EU:7201a9b3-8316-4db7-8877-a2101ea6c949
Week 2	Phrasing and Expression	Read a short paragraph aloud with a family member. Focus on pausing at commas and full stops. If they master this, see if they can add extra expression – especially for speech!	Encourage pausing for punctuation and using different tones for questions or excitement. You might want to demonstrate what it should sound like. Have fun with character's voices!
Week 3	Repeated Reading	Re-read a short story or familiar passage three times across the week. Try to read more smoothly each time.	Did your child sound more fluent with each reading?
Week 4	Sight Word Fluency	Play a matching game with sight words (print or write cards). Read them aloud quickly and clearly.	Write 10 words twice on post-its (20 post-it notes) – you can use the words from Week 1. Play a game where your child has to find the matching word – much like the memory games where you match pairs of pictures! Time how quickly your child can read all the sight words—can they beat their score by Friday?
Week 5	Prosody and Punctuation	Choose a short poem or a short dialogue from a book: Mark up the punctuation (e.g. underline full stops, circle question marks, highlight commas). 1) Rehearse reading the text aloud three times, adding expression and pausing at punctuation. 2) Perform it to a family member.	Talk about how punctuation helps us read with feeling. Ask your child to 'act out' a line. Struggling to find a poem? Use AI to find a poem appropriate for your child's age that contains speech, various punctuation and expression.



		<p><u>Example Text:</u> "What are you doing?" asked the cat. "I'm reading a book," said the rat. "Is it funny?" asked the cat. "Yes! It made me laugh just like that!"</p> <p><u>How to Support:</u> Read it once together first to model the expression and pauses. Encourage them to change their voice for the questions. Let them rehearse, then "perform" it with expression.</p> <p><u>Parent Prompt:</u> "Let's try that again—can you make your voice sound more curious for the question?" "Did you pause where the full stop is? Let's read it with more feeling this time!"</p> <p><u>Extension (Optional):</u> Ask your child to write their own 4-line poem or short dialogue with punctuation. Read it aloud together and add expression!</p>	
Week 6	Consolidation & Confidence	Choose a favourite text. Read it aloud with fluency and confidence. Record or perform it for someone at home.	Celebrate progress! Ask your child how they feel about their reading today compared to Week 1.



So many books



so little time

THE POWER OF WORDS

CHILD A READS...

-10 MINUTES EACH DAY

-1,800 MINUTES PER SCHOOL YEAR 

-900,000 WORDS PER YEAR 

- INCREASED CHANCE OF READING FOR PLEASURE
- INCREASED CHANCE OF ACHIEVING THE TOP TEN 10% OF TESTS
- INCREASED IMAGINATION AND CREATIVITY
- INCREASED VOCABULARY
- INCREASED LIKELIHOOD IN ACHIEVING WELL ACROSS THE CURRICULUM

NOT INCLUDING ALL OF THE 'EXTRA' READING THEY DO SUBCONSCIOUSLY

CHILD B READS...

-5 MINUTES EACH DAY

-900 MINUTES PER SCHOOL YEAR 

-450,000 WORDS PER YEAR 

- MORE CHANCE OF READING FOR PLEASURE
- MORE CHANCE OF ACHIEVING THE TOP TEN 10% OF TESTS
- MORE IMAGINATION AND CREATIVITY
- MORE VOCABULARY
- MORE LIKELIHOOD IN ACHIEVING WELL ACROSS THE CURRICULUM

NOT INCLUDING ALL OF THE 'EXTRA' READING THEY DO SUBCONSCIOUSLY

CHILD C READS...

-1 MINUTE EACH DAY

-180 MINUTES PER SCHOOL YEAR 

-LESS ACCESS TO WORDS AND THEIR 

MEANING

- LESS CHANCE OF READING FOR PLEASURE
- LESS CHANCE OF THINKING INDEPENDENTLY
- LESS IMAGINATION AND CREATIVITY
- LESS VOCABULARY

NOT INCLUDING ALL OF THE 'EXTRA' READING THEY DO SUBCONSCIOUSLY



At St Buryan Academy we believe that every child is a reader and has the potential to be a book enthusiast; if they aren't then it's because they haven't heard the right story or read the right book yet. They may find pleasure in stories or prefer to read non-fiction, factual books.

Reading a lot doesn't always mean we are great readers or find it easy; likewise, reading a little doesn't mean someone struggles with reading.

It is our ambition to help our children develop a love for reading and give them access to a wide range of texts to develop this. Evidence suggests that reading improves well-being, understanding of the world, general knowledge, imagination and creativity and much, much more.



How to support your child with reading

QUESTIONS TO ASK YOUR CHILD WHEN LISTENING TO THEM READ



Before they start a new book...

- Why have you chosen this book to read?
- What does the front cover tell you?
- What do you think might happen in this book?
- Do you think you have read any books similar to this one before?

Whilst your child is reading the book...

- Can you tell me what has happened in the book so far?
- What do you think will happen next?
- Who is your favourite and least favourite character and why?
- Have you learnt any new words or do you want to find out the meaning of any?
- Would you have done anything differently than the main character has?
- What do you think might happen next and why?
- So far, what has been your favourite bit and why?
- Can you describe the setting for me?

After your child has reading the book...

- What was your favourite part of the book and why?
- Who was your favourite character and why?
- Did you learn anything from this book? This could be a fact or a morale.
- Did the book end how you thought it would?
- Would you change the ending in any way?
- Was there a problem in the book? Was it resolved?
- Would you recommend this book to a friend?



Vocabulary:

- What does this word mean?
- Which word tells you that...?
- Which word choice could you improve?

Infer:

- What do you think the character was thinking when this happened?
- How do these words make the reader feel?
- What might these characters sound like and why?

Predict:

- From what you have read so far, what do you think will happen next?
- Looking at the picture, what do you think will happen?
- Do you think the setting impacts the story?

Explain:

- Why do you think the character's mood changes?
- Why do you think the text is laid out like this (good for poems or non-fiction)?
- How does the author engage the reader?

Retrieve:

- What can you learn from this section?
- Give an example of...?
- Any question which is directly about the text.

Summarise:

- What happened after (something else that happened in the book)?
- In a sentence, can you summarise the opening/middle/end of the book?
- What was the first main event of the story?

TIPS FOR LISTENING TO YOUR CHILD READ

- Be patient! Sometimes we are too quick to jump in and read a word for a child. They may be decoding it in their head before they say it out loud.
- Promote a love for reading – make it fun and a family activity. Maybe the whole family could read for 10 minutes at the same time. It doesn't always have to be a book. Comics or magazines involve reading too, so do instructions or recipes.
- Remember, children love listening to adults read too. So share stories with them, do silly voices and enjoy that time together. If there's no time, audiobooks are great to listen to as well!

A child is never too old to listen to stories!

20 is plenty!

Children who read for **20 minutes** a day will...

Improve
focus and
concentration

Have a world of
imagination and
creativity
opened to them

Have
stronger
writing skills

Improve and
strengthen
memory

Be exposed to
1.8 million
words a year

Have a
broad
vocabulary

Have better
general
knowledge

Improve
test results

Improve
communication
skills

Encourage
a love for
learning

Learn how to
develop
empathy

Improve
critical
thinking skills

Have
reduced
stress levels



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ST BURYAN PRIMARY SCHOOL 2025/26 CURRICULUM OVERVIEW

Shaping Bright Futures: An Overview of Our Innovative Curriculum

Merry Maidens

Autumn Term

Under the Sea:

Join us as we dive into our learning, finding out about what lives in the deep blue which surrounds us and how they survive!

Spring Term

The Great Fire of London:

We learn about how the Great Fire of London started and how it was stopped. We learn about the impact it had on London and England through the diary of Samuel Pepys.



Summer term

Famous Figures:

We learn about inspirational people, their achievements and what impact they have had on the world.



HOLISTIC DEVELOPMENT

We integrate academic excellence with social, emotional, and physical well-being, ensuring students grow as well-rounded individuals



INNOVATIVE LEARNING APPROACHES

We embrace a blend of traditional and modern teaching methods, from hands-on projects and inquiry-based learning to digital literacy and interactive technologies



PERSONALIZED EDUCATION

Through tailored instruction, adapted support, and flexible groupings, we meet students where they are, helping them reach their full potential



GLOBAL AWARENESS

Our curriculum includes multicultural studies, foreign languages, and topical learning, encouraging global citizenship and cultural empathy



STEM AND CREATIVITY

We include STEM education alongside arts and humanities, promoting critical thinking, creativity, and innovation. Our students are not just learners but creators and problem-solvers



COMMUNITY AND SERVICE

Learning extends beyond the classroom through trips, community service projects and partnerships. These experiences teach our students about empathy and responsibility



ENVIRONMENTAL STEWARDSHIP

Our curriculum incorporates environmental education, teaching students about sustainability, conservation, and the importance of caring for our planet



CONTINUOUS ASSESSMENT AND GROWTH

Progress is monitored through a combination of formative and summative assessments, portfolios, and reflections, allowing for continuous feedback and growth

Boscawen - Un and Tregeseal

Autumn Term

Frozen Kingdom:

We learn about Shackleton's Arctic expedition, how it was ground-breaking and the sacrifices made. We will study the similarities and differences between various Polar Regions whilst carrying out map studies.



Spring Term

Stone Age to Iron Age:

We learn about the people who came before us, their settlements and lives - as well as the impact that they had on our lives today. We look at these ancient civilizations as historians and geographers - we will even visit some settlements that are amongst us!



Summer term

Romans:

We look at the significant impact the Romans had on how we live our lives today in an historical study.



At St Buryan Academy, our Year 3/4 and Year 5/6 classes often combine their learning in the afternoons.

This means that both groups follow the same overall topics, but at a level that's right for their age. By doing this, we make sure that all children get the chance to cover the full curriculum in a way that is engaging and age-appropriate, while also making the most of opportunities to learn together.

It allows teachers to plan rich, creative lessons that build on children's skills year by year, ensuring no learning is missed and that every child continues to be challenged and supported.



2025/26 INSETS:

- Monday 1st September 2025
- Monday 20th October, Tuesday 21st October, Wednesday 22nd October, Thursday 23rd October, Friday 24th October 2025
- Monday 26th January 2026
- Friday 24th July 2026

September 2025						
Mon		1	8	15	22	29
Tue		2	9	16	23	30
Wed		3	10	17	24	
Thurs		4	11	18	25	
Fri		5	12	19	26	
Sat		6	13	20	27	
Sun		7	14	21	28	

October 2025						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thurs	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

November 2025						
Mon		3	10	17	24	
Tue		4	11	18	25	
Wed		5	12	19	26	
Thurs		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

December 2025						
Mon		1	8	15	22	29
Tue		2	9	16	23	30
Wed		3	10	17	24	31
Thurs		4	11	18	25	
Fri		5	12	19	26	
Sat		6	13	20	27	
Sun		7	14	21	28	

January 2026						
Mon		5	12	19	26	
Tue		6	13	20	27	
Wed		7	14	21	28	
Thurs	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24	31	
Sun	4	11	18	25		

February 2026						
Mon		2	9	16	23	
Tue		3	10	17	24	
Wed		4	11	18	25	
Thurs		5	12	19	26	
Fri		6	13	20	27	
Sat		7	14	21	28	
Sun	1	8	15	22		

March 2026						
Mon		2	9	16	23	30
Tue		3	10	17	24	31
Wed		4	11	18	25	
Thurs		5	12	19	26	
Fri		6	13	20	27	
Sat		7	14	21	28	
Sun	1	8	15	22	29	

April 2026						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thurs	2	9	16	23	30	
Fri	3	10	17	24		
Sat	4	11	18	25		
Sun	5	12	19	26		

May 2026						
Mon		4	11	18	25	
Tue		5	12	19	26	
Wed		6	13	20	27	
Thurs		7	14	21	28	
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24	31	

June 2026						
Mon		1	8	15	22	29
Tue		2	9	16	23	30
Wed		3	10	17	24	
Thurs		4	11	18	25	
Fri		5	12	19	26	
Sat		6	13	20	27	
Sun		7	14	21	28	

July 2026						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thurs	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

August 2026						
Mon		3	10	17	24	31
Tue		4	11	18	25	
Wed		5	12	19	26	
Thurs		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

- 2025/26 INSET DAYS
- FIRST DAY OF 2025/26 SCHOOL YEAR

St Buryan Academy Primary School Calendar 2026/27

September 2026						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2026						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2026						
Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2026						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2027						
Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2027						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2027						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2027						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2027						
Mo	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2027						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2027						
Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2027						
Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

School holidays

Bank holidays

- 25 December 2026
- 28 December 2026
- Boxing Day
- New Year's Day
- 01 January 2027
- Good Friday
- 26 March 2027
- Easter Monday
- 29 March 2027
- May Bank Holiday
- 03 May 2027
- Spring Bank Holiday
- 31 May 2027
- Summer Bank Holiday
- 30 August 2027



Bank Holidays highlighted in pink

Autumn Term
1st Sept – 18th Dec 2026
(Half Term 19th – 30th Oct)

Spring Term
4th Jan – 25th Mar 2027
(Half Term 15th – 19th Feb 2027)

Summer Term
12th Apr – 23rd Jul 2027
(Half Term 31st May – 4th Jun 2027)

INSET Days (highlighted in Yellow) school closed:

Tues 1st Sept 2026

Mon 4th Jan 2027



St Buryan Academy Primary School
Believe. Achieve. Aspire

June 2026

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10 Year 6 Mounts Bay visit Whole School Forest School	11 Y1 Phonics Check Y4 multiplication check	12 Y1 Phonics Check Y4 multiplication check	13	14
15 Isles of Scilly	16 Isles of Scilly	17 Isles of Scilly	18 Isles of Scilly	19 Isles of Scilly	20 Friends of School Car Wash 9am-12pm	21
22	23 Laffowda Art Day - volunteers needed	24	25 Sports Day Practice: PE Kits please	26	27	28
29	30 Year 3/4 Camp					

2026 JULY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Year $\frac{3}{4}$ Camp	2 Year $\frac{1}{2}$ Camp	3	4
5	6	7 Sports Day @ 1.30pm at Community House followed by Summer Fete	8	9 Lafrowda Art Day - volunteers needed New Reception Transition Morning	10	11
12	13	14 New Reception Transition Morning and whole school transition morning	15	16	17	18
19	20 End of Year Reports Out	21	22 Year 6 Leavers' Service 1.45pm	23 Last Day 1.30pm finish	24	25
26	27	28	29	30	31	

Why attendance matters

At St Buryan Academy we take attendance seriously. Good punctuality and high attendance helps promote a child's success and happiness in and out of school.

High attendance fosters:

Positive attitudes towards learning

Higher chances of achieving (or surpassing) academic development

The best chances to develop and foster friendships and social skills

Did you know that?

School is open for children for 195 days - meaning they already get 170 days off each year!

90% attendance is still 4 weeks off school each year!

80% attendance = 1 day a week off over 5 years = 1 full year of school missed!

Over a year, 10 minutes late each day is 6 full days of school

Thank you for supporting us with our push on raising our attendance figures

**CURRENT
ATTENDANCE:
96.6%**





Volunteers NEEDED

SUPPORT YOUR LOCAL SCHOOL

We need help with:

- Volunteer readers
- Forest School
- School clean
- After School Clubs

You can support your local school and children of the community by volunteering at St Buryan Primary School. We are looking for volunteers that would like to support children's reading and help with our forest school sessions. If you may be interested, then get in touch for more information!

Look out for an upcoming forms or contact Mr McDonald for more information

✦ All Welcome ✦

CAR WASH & JUMBLE SALE FUNDRAISER

The Friends of
ST BURYAN ACADEMY



Join us for a fun-filled morning
helping us raise funds for the school!

What's on:

- Raffle £1 a strip
- Jumble Sale starting from 10p
- Bacon butties on the BBQ £2.50
- Car wash with help from the children of year 4 & 5

20 JUNE
9-12PM



Cars, small Vans & Motorbikes £5
Tractors £15

Cash or card accepted



✦ St Buryan School Playground

✦ Please follow stewards directions

Music Lessons



Music lessons are now available at school for Woodwind instruments provided by CMST.

Flute Clarinet Saxophone
Recorder Fife

In order to get your child's musical journey underway please sign up on our website below or contact us on office@cmst.co.uk



Hear Music.
Learn Music.
Play Music.

For more information head to:
[CMST.co.uk/learnmore](https://www.cmst.co.uk/learnmore)

Sign Up At:
[CMST.co.uk/signup](https://www.cmst.co.uk/signup)



Play in a Day

Tempest

With a Twist

M
MINACK
THEATRE

Free for 7-11 year olds

Saturday 20th June

9.30am start. Performance at 4pm

Work with professional directors, choreographers, a musical director and makers to brave stormy seas, survive a shipwreck, and discover a little magic along the way - all in one amazing day on the Minack stage.

For more information and to book visit minack.com, or call the box office 01736 810181



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

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.

WHAT ARE THE RISKS?

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.

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.

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.

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®

What Parents & Educators Need to Know about IMAGE-ALTERING FILTERS

From playful puppy ears on Snapchat to 'beauty mode' on TikTok, image-altering filters are now a routine part of how young people communicate online. While many are harmless, others subtly reshape people's faces and bodies. This can blur the line between reality and edited content, potentially influencing how children and young people see themselves and others.

WHAT ARE THE RISKS?

ALTERED BEAUTY STANDARDS

Many 'beauty' filters smooth skin, reshape facial features, or adjust body proportions. Over time, repeated exposure to these filters can shift a child's idea of what is 'normal' or attractive, creating unrealistic expectations about their own and others' appearances.

PRESSURE TO LOOK PERFECT

Filtered images can often attract more 'likes' and positive comments. This can encourage children and young people to rely on editing tools to gain others' approval, rather than feeling confident in their natural appearance.

LOW SELF-ESTEEM

Regularly viewing heavily filtered content can lead to comparisons with unrealistic images. This is linked to body dissatisfaction and reduced self-esteem, particularly among children and teenagers.

HIDDEN ADVERTISING

Some filters are linked to beauty products or trends, subtly promoting third-party brands. Children and young people may not recognise this as advertising, while also sharing personal data – such as facial images and usage habits – with apps and third parties.

BLURRED REALITY

As filters become more advanced and natural-looking, it can be difficult for children and young people to distinguish edited content from real life, especially when filters are used in everyday photos and videos.

SEXUALISED EDITS

Certain tools can make users appear older or more sexualised. This may attract unwanted attention, increase the risk of images being shared without consent, and expose young people to unsafe interactions.

Advice for Parents & Educators

START OPEN CONVERSATIONS

Talk regularly about filters, such as how they work and why people use them. Ask the children and young people in your care how filtered images make them feel and encourage honest discussion without judgement.

REINFORCE WHAT'S REAL

Help children and young people understand that filtered images are digitally altered and are not an accurate reflection of real life. Emphasise that they don't need to meet these artificial standards.

CHALLENGE 'PERFECT' POSTS

When viewing content together, gently point out the signs of editing, filters, or posing techniques. This builds critical thinking and helps children and young people question unrealistic images.

PROMOTE OFFLINE CONFIDENCE

Encourage activities that build self-worth beyond appearance, such as sports, hobbies, friendships, and creative interests, so that confidence isn't tied solely to online validation.

Meet Our Expert

Parven Kaur is a digital parenting expert and founder of Kids N Clicks, a platform dedicated to helping parents navigate the online world alongside their children. She is an expert contributor for Internet Matters, offering practical guidance on emerging online safety issues. Her insights have been featured by the BBC, The Telegraph, TalkTV, and other major media outlets, supporting families across the UK.



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10 Top Tips for Parents and Educators

HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



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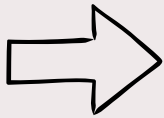
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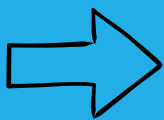


Contact Information



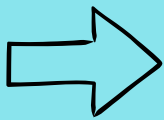
General Enquiries

Mr McDonald - jmcdonald@stburyan.tpacademytrust.org
Mrs Care - tcare@stburyan.tpacademytrust.org



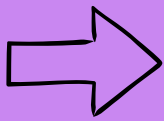
Pre-planned absence

Mr McDonald - jmcdonald@stburyan.tpacademytrust.org and fill in a Leave of Absence form available on our website



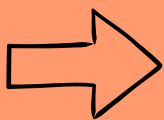
Unplanned absence and illness

Please phone by 9.00am on the morning of the absence
If no answer, please email jmcdonald@stburyan.tpacademytrust.org



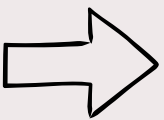
Safeguarding

Mr McDonald (Designated Safeguarding Lead) -
jmcdonald@stburyan.tpacademytrust.org
Mrs Helen Ayotte (Deputy DSL) - hayotte@stburyan.tpacademytrust.org or
safeguarding@stburyanacademy.org



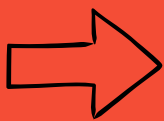
Special Educational Needs

Mrs Ayotte (SEnCo) - hayotte@stburyan.tpacademytrust.org



Teacher Meetings

Please see 'Meet our Staff' page under 'Our School' on our website



Office Hours

Please note that our Reception hours are 8.30am-1.30pm Monday to Thursday term time only. Phone lines are still accessible but please aim to use one of the above contacts in the first instance outside of these hours - thank you.

In the event of needing to contact the school out of these hours, please use the relevant above contact and phone in emergency only.

IF YOU ARE GOING TO BE LATE FOR PICK-UP, STAFF WILL SUPERVISE YOUR CHILD UNTIL 3.30PM - AFTER THIS TIME THEY WILL BE SENT TO AFTER-SCHOOL CLUB, WHICH MAY INCUR A CHARGE IN LINE WITH OUR WRAP-AROUND CARE FEES.