

# THE FRIDAY LETTER



## This Week at The Wyche

This week Hedgehog class started looking at the beautiful book "The Bear & the Piano" which presents them with wonderfully rich opportunities for writing. Fox class began their exploration of the Easter story and Jesus' road to death and resurrection. Otters got to grips with ancient history and began to wonder about BCE and counting backwards in time. Stoat class went orienteering on Peachfield Common and Badger class went out to Sportshall Athletics, with our both teams placed! Well done all.



## Collective Worship

This week we have explore our Christian value of Inspiration, considering the dedication of faithful people who are fasting, abstaining, praying and giving during Ramadan and Lent, (both happening at the same time this year) and considered inspirational sporting role models who may help us live better lives.

## Support for Parents - Mental Health

Child and adult mental health is vital to a flourishing and fulfilled life. If you are your child are struggling, please talk to us and use the resources below. We can provide support in school for pupils, make referrals and signpost to services. You are not alone, things can get better and help is available.



## Mental Health - Online Risks

On the subject of mental health. Children or adults who are struggling may look online for help, but this can be a double edged sword. There is a lot of misinformation and exploitative content out there. Our guide on page 4 will give you some help and guidance, and don't forget, come and have a chat if you need a little help.

It's been great to be back and (for most of the week) see some sunshine. Have a great weekend and next week it will be spring!

Bring on the daffodils!  
always in partnership,  
*Mr Murphy*

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## In School this week.



On Tuesday, the sun came out as a team of boys attended the Under 9's Football Festival at The Downs school. The boys represented the school beautifully and had a fantastic time.

Well Done!



STRIVE AND BUZZ.  
COUNTDOWN TO SPRING.



“They will soar on wings like eagles.” Isaiah 40:31

Malvern Wyche C of E Primary School

# Together We Soar



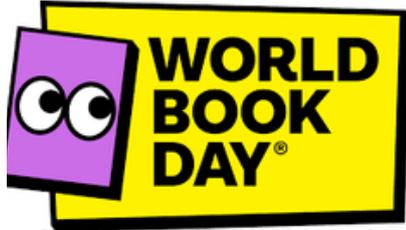
## Attendance Absolutely Matters

Congratulations to Fox class for a stunning 99% attendance this year. They get to keep Bu8zz this week. Please keep your children coming in every day they are well enough to do so, and avoid those term time holidays. Thanks.



## Afterschool Clubs

Please Note there is NO gymnastics club running this coming Thursday 5<sup>th</sup> March, all children will need collecting at the normal time of 3.25pm.



We are looking forward to this weeks World Book Day on Thursday (5<sup>th</sup> March). This year's theme is 'Awesome Adjectives', the words which help to bring characters alive! The children are invited to dress up as any adjective they choose, which can be as simple or as complicated as they like. For example : blue, dark, sparkly, shiny, awesome, sleepy, incredible, adventurous.....the list is literally endless. If your child is desperate to wear a character costume, this is no problem, as all characters can be described using adjectives, for example Harry Potter could be 'magical' or 'brave'. All we ask is that they make a label showing the word. Get ready for a parade of costumes and words on the playground in the morning!

## New School Computer System

Over the next few weeks the school are moving over to a new management information system called Arbor. This is updated system will allow the school to streamline and improve parent services. We will keep you updated but please be aware that admin tasks may take a little longer over the coming weeks as we all adapt and familiarise ourselves with the new software.

## Bookshelves/Storage

Hedgehog class are looking for some extra storage - if you are having a clear out or have any bookshelves/kallax units you are happy to donate then please contact the school office.

## Sports Kit

Mrs Baylis has asked me to remind all parents to please return any 'Wyche' sports kit asap. Please remind the children to hand this in rather than store in lockers - Many Thanks

## Henri Matisse

This week Badger class have been learning about the French Visual artist Henri Matisse who is known for "his use of colour and his fluid and original draughtsmanship". The children have produced some beautiful artwork detailing facts based on him and his work.



By living and learning together through our Christian values of *Safety, Trust, Respect, Inspiration, Value, & Engagement*, with God's help, we will support each other to "soar", lifting hearts and broadening horizons, so that by giving our best today, the world may be better tomorrow.

## Stars of the Week

It is always a delight to award a "Star of the Week" award to a child who has demonstrated the **STRIVE** values in classwork. This week's award-winning superstars are:

**HEDGEHOGS**  
ELLIOTT DOWNES  
AMINA BAIG

**FOXES**  
FELIX CARTER  
RUTH MCKENNA

**OTTERS**  
ORLA LEWIS-CROSBY  
DAVID TALCOTT

**STOATS**  
BEATRICE SALMON  
HARRY VINCENT

**BADGERS**  
THE WHOLE CLASS FOR  
AN INCREDIBLE  
PERFORMANCE AT THE  
SPORTSHALL ATHLETICS

## House Points

This week Midsummer took the top spot with an incredible 193 points. Congratulations to all!

# WHAT'S ON ?

**Mon 2nd March:** Peripatetic Guitar Lessons  
Netball Club afterschool until 4.15pm

**Tues 3rd March:** Choir Club afterschool until 4.15pm  
Cricket Club afterschool until 4.15pm

**Weds 4th March:** Peripatetic Piano Lessons  
Peripatetic Violin lessons  
KS1 Lego Club lunchtime

**Thurs 5th March:** World Book Day!  
Peripatetic Drum Lesson  
Gymnastics Club Cancelled

**Friday 6th March:** Yrs 3/4 Girls Football at The Dysons (invited pupils only)  
7th Swim Stoa Class

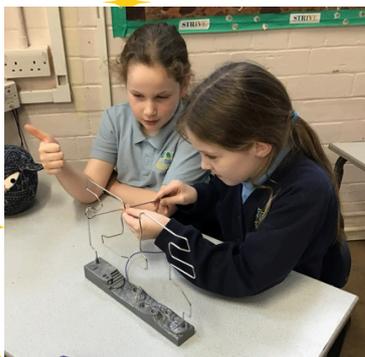
## Dates for your Diary

- Thurs 5<sup>th</sup> March - World Book Day (details above)
- Tues 17<sup>th</sup> March - Otter and Stoat Term Showcase in All Saints Church pm (details to follow)
- Mon 23<sup>rd</sup> March - Odd Socks Day
- Tues 24<sup>th</sup> March - Easter Service 2pm in All Saints Church
- Mon 30<sup>th</sup> March - Mon 13<sup>th</sup> April inclusive - Easter Holidays + TED Day (back to school Tues 14<sup>th</sup> April)



## Buzz The Wire!

This week the children in Otter class began a project on creating their own 'Buzz the Wire' games. The children conducted some research, exploring these and similar types of game before beginning designing their own. They had a lot of fun doing this, we look forward to seeing the finished results!



# 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.



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