



HEADLINES



READING PERCENTAGES

ACORN: 82%	↑
ROSE: 67%	↑
TULIP: 78%	↑
ACER: 78%	↑
SPRUCE: 64%	↓
REDWOOD: 83%	↓
MAPLE: 61%	↓
BEECH: 85%	↑
ROWAN: 64%	↔
POPLAR: 86%	↑
SYCAMORE: 93%	↑
CHESTNUT: 92%	↑

Is your class percentage
higher or lower from

Please scan the
QR code below for
quick access to
our website



This half term's Enrichment Day will be taking place next Friday 24th October. The focus will be on PSHE and British Values. The children are to come in their normal school uniform this day.

Our Girls football team finished 4th in the finals which were held earlier this week. The girls received excellent feedback from Chorley School Sports Partnership and many spectators for their excellent performance. We are really proud of them and their achievements.

A huge well done and massive thank you to Mrs MacMillian and Miss Casey for completing a sponsored half marathon run at Aintree racecourse.

They raised £500, that will go towards paying for the Shine project, helping key children to improve their mental health and wellbeing.

Well done ladies you smashed it!

Advanced notice that we will be having a Non Uniform Day on Friday 7th November. The children are to bring a bottle for the Christmas Fair bottle tombola. These can be plastic or glass and should be handed in to the adults in the class classroom on the day.



WEEKLY ATTENDANCE

ACORN: 90.0%	↓
ROSE: 98.1%	↓
TULIP: 99.5%	↑
ACER: 95.2%	↑
REDWOOD: 99.1%	↔
SPRUCE: 98.5%	↓
MAPLE: 95.3%	↓
BEECH: 90.3%	↓
ROWAN: 96.4%	↓
POPLAR: 96.4%	↑
SYCAMORE: 93.9%	↓
CHESTNUT: 94.1%	↑
<u>OVERALL: 94.4%</u>	↓

School Target: 96%

Is your class
attendance higher or
lower than last week?

We would love to
see every class
rolling the
Classopoly dice
next week!

Class Attendance

96% + = .





**Well
done to
the Girls
Football
Team!!**



As part of music this year, each class will be listening to different songs during the week and then will select their favourite during Good News Assembly every Friday

This week's winners were:

KS1 and KS2: Kids by M.T.M.T.

Award Winners

CLASS	MATHS	ENGLISH	ICARE
Rose	Betty	Kylan	Ivy
Tulip	Joey	Freya N	Harper
Acer	Amani	Paisley	Amal
Spruce	Isaac	Naomi	Faiths.
Redwood	Reggie	Wren	Scarlett
Acorn	Sienna	Matthew	Elizabeth
Maple	Lincoln	Nevaeh	Layla
Beech	Nathan	Zoja	Daisy
Rowan	Amelia	CJ	Omar
Poplar	Thomas	Annabelle B	Oscar
Sycamore	Robbie	Delta	Darcie
Chestnut	Charles	Jaylen	Karim

CLASS	Active Minutes
Redwood	588
Acer	530
Spruce	474
Rowan	417
Sycamore	385
Poplar	315
Chestnut	304
Maple	280
Beech	230

KS1 Numbots Highest Coin Earners

1st: Paisley B in Acer

2nd: Faith R in Spruce



3rd: Juvaniya in Spruce

KS2 T.T.R.S. Highest Coin Earners

1st: Nathan in Beech

2nd: Nia in Sycamore



3rd: Logan in Beech

SAFEGUARDING/OUTREACH

There are some local support groups available to anyone who needs to talk or is suffering from isolation or other issues.

- Andy's Man Club meets every Monday @ 7pm @ Chorley football club.
- Chorley Buddies. This local community group is able to support people who are feeling lonely and isolated, or just a chat with a friendly voice. Telephone: 01257 542367
- Friends for You - This local community group is run by volunteers and is providing telephone befriending support for Chorley residents who are lonely or isolated. They have several social groups across the week called "Talkin Tables". This is free to access. To contact the group, please call 07506 189128

Contacting the Outreach Team

If you wish to speak to Emma, Rachel or Natalie please ring 239950, option 3.

ON-LINE SAFETY

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 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

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The National College



Special Educational Needs and Disabilities (SEND) information

For parents/carers of children with SEND or concerned regarding a possible need you can access all relevant information on the following link on our school website;

You can also contact the school office if you wish to make contact with Mr Reay (SENDCo) and an appointment can be made at a convenient time. Additionally the Local Authority have lots of useful information on the following links;

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/send-newsletter/>

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/things-to-do/break-time/>

Diary Dates

Thursday, 23rd October: Acorn Reading Café

Friday, 24th October: Enrichment Day

(More information will follow regarding above if appropriate)

Friday, 24th October: School closes (at the usual time) for half term



Start saving your £1 coins for our Christmas Market/Fair, there will be refreshments, tombolas, face painting etc and after half term raffle tickets will be on sale from Mrs Nicholls in the school office for some amazing prizes.

More details to follow soon!