



Turves Green Primary School Newsletter



11TH SEPTEMBER 2026

Dear Parents and Carers,

A busy newsletter this week – lots of messages and information for you:

Lunchtimes and pre-ordering

We are VERY grateful to all parents who have pre-ordered meals for their children this week. This is proving to be very successful. Unfortunately, there have been a small number of children who have been upset – either because they didn't know what had been ordered for them and would have preferred an alternative, or where nothing had been ordered and they have had to have a jacket potato. Please find the time to sit and discuss with children their available options when booking to try and minimise this.

PLEASE NOTE: We do not serve halal meat in school.



Nut free school

Please remember that we are a nut free school. There are nuts hidden in lots of every day foods, for example chocolate spread. Please do not send your children to school with chocolate spread sandwiches, or sweet treats such as Kinder Buenos because the filling contains nuts.

SHActive

Unfortunately, SHActive cannot start their Fridays at Turves Green until after half term – until then they will be in school on a Monday. As a result, all children should be in kit on a Monday, as per my letter yesterday. Apologies again for this late change of plan.

Before and after school expectations

Can we please ask parents to supervise children closely on the playground before and after school. We are very lucky to have an excellent OPAL offer, which can be seen in all the lovely toys and equipment on the front playground. Unfortunately, some of this equipment has been damaged and although I am sure it is accidental it is not until we come across them at lunchtime that we notice. Replacing the equipment is costly, please help us to keep this provision as nice as possible.

Collection

As the staff are getting to know new faces, we ask parents to be extra patient with staff at home time. Safeguarding children at home time is of vital importance to all staff. Children in Years 2 and 4 share an exit from school, to keep all children safe, particularly the Year 2 children we will be waiting for the Year 4 children to leave and line up before dismissing Year 2.

Jewellery, including earrings

Please note hoop earrings are not appropriate for school at any time. Children should not wear any jewellery, unless for religious observance due to both the health and safety risk and the potential of it getting lost.

On a P.E. day **NO earrings** should be worn to school. Children will not be able to participate with earrings in.

Book donations

We are looking to improve our classroom book corners across school. If you have any good quality books at home that your child has read and no longer wants, please send them in. Thank you in advance for your support.



Foodbank donations

Advance warning – we will be doing a Foodbank collection for Harvest on Monday 28th September. Any donations on the 28th September will be very much appreciated.

Thank you – I hope you have a great weekend.



Mrs Young



Stay in touch:



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Composer of the week

Wolfgang Amadeus Mozart (1756-1971):

Wolfgang Amadeus Mozart was born in Salzburg, Austria, where his father Leopold was a violinist and composer. Mozart was a child prodigy. He composed his first piece of music at age five; he had his first piece published when he was seven; and he wrote his first opera when he was twelve. By the time Wolfgang was 6, he was an excellent pianist and violinist. He and his sister Maria Anna (known as Nannerl) traveled all over Europe performing for royalty.

When he grew up, Mozart moved to Vienna, and tried to earn a living as a pianist and composer. But he had a lot of trouble handling the fact that he was no longer a child prodigy. Mozart was still a musical genius, but after he stopped being a 'cute kid', people stopped making a big fuss over him. Back then, musicians were treated like servants, but Mozart did not, and could not think of himself as a servant.

Mozart was only 35 when he died. During his short life, he composed in all different musical forms, including operas, symphonies, concertos, masses, and chamber music. Today, he is still considered a genius!



Have a conversation about the story behind these pictures which were shown in our No Outsiders assembly this week and how they link to No Outsiders and British Values:





Turves Green Superstars!



Hot Chocolate Friday

Well done to all the children who have been nominated.

This week's winners are:

- Year 1 - Aurora 1C
- Year 2 - Millie 2P
- Year 3 - Hayden 3P
- Year 4 - Lanya 4B
- Year 5 - Ava-Mai 5S
- Year 6 - Jeremiah 6T

House Points

Armstrong



130

Earhart



209

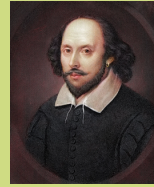
Seacole



3

137

Shakespeare



201

Certificates

We are changing the certificates we give out this year, for the Autumn term children will be awarded for being Ready, Respectful and Safe. The first certificates will be given out on Friday 25th September which will be the first assembly we welcome parents/carers into this year! Please remind children to always be Ready, Respectful and Safe and they may win the certificate!

NEW LUNCH MENU!

Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
Cajun Chicken Wraps Veggie Quorn Wraps (V) Fish Stars with a Lemon Wedge	Chicken Nuggets Vegetable Biryani Served with Naan Bread (V) Fishcakes	Sausage Roast with Yorkshire Pudding & Gravy Herb Roasted Quorn (V)	Traditional Beef Lasagne with Garlic Bread Veggie Sausages with Skin on Wedges (V) Fish Fingers with Skin on Wedges & Tartare Sauce	Wholemeal Pepporoni Pizza Wholemeal Margherita Pizza (V) Battered Fish
Diced Potatoes & Broccoli	Oven Baked Wedges, Peas & Sweetcorn	Creamy Mashed Potato, Carrots & Peas	Green Beans	Chipped Potatoes & Sauces
Assorted Ice Cream	Fresh Fruit Salad	Raspberry Fruit Jelly	Fresh Fruit Pots	Chocolate Cornflake Cake

Salad Cart Available Daily
Please pre-order meals on Arbor

Be an attendance HERO

Here Everyday Ready Ontime



SPOT THE ONLINE SAFETY TIPS FOR GOING

BACK TO SCHOOL



Let's Learn Spanish

Basic Conversations



Spanish Basic Conversations

Use these basic Spanish phrases to create conversations between the characters and write them in the speech bubbles.

Then, ask a friend to act out the conversations with you.



English	Spanish	Notes
Hello!	¡Hola!	¡oh-lah!
Good morning!	¡Buenos días!	¡bweh-nohs dee-ahs!
Goodbye!	¡Adiós!	¡ah-dyohs!
See you later!	¡Hasta luego!	¡ahs-tah lweh-goh!
Pleased to meet you!	¡Encantado/a!	¡ehng-kahn-tahd-doh/ah!
What's your name?	¿Cómo te llamas?	¿koh-moh teh yah-mahs?
My name is...	Me llamo...	Meh yah-moh...
How are you?	¿Cómo estás?	¿koh-moh ehs-tahs?

Childnet Cheat Sheet

Group Chats

Giving parents and carers everything they need to know about online issues, including insights and experiences direct from young people.

What are group chats?

Group chats are private conversations happening using technology that include more than just two people. You might be familiar with group chats on messaging apps like WhatsApp, but they can also happen on games and social media. Like any conversation, group chats have different purposes including

- chatting to friends
- asking questions
- large chats for people with similar interests, such as for a concert or fan groups
- messaging family
- passing on information
- planning activities
- sharing photos

Did you know?

In our work in schools, we hear a lot about group chats set up by children for their whole class or year group to use.

Where are young people having group chats?

Young people use different apps for group chats but for many, their first group chats will be on games like Roblox. Often, WhatsApp is seen as for adults and 'work'. For example, family chats or revision groups. For fun, young people use Snapchat, Instagram and Discord.

"I've always found it's been very much Snapchat for, like, play and then WhatsApp for work." Anna, 17

What do young people like about group chats?

- quick and easy communication
- a place to get help from others
- convenient
- don't have to arrange to meet up or all be free at the same time to hang out
- can dip in and out of conversations
- makes it easy to find links and information
- can help you get to know people before an event or working together. For example, before going to college

What are young people's concerns about group chats?

- online bullying including mean messages or arguments breaking out
- subgroups where certain people are excluded and talked about
- memes, language and comments that are hateful like homophobia, misogyny and racism
- pressure to be active and involved in group chats
- FOMO (fear of missing out) when messages are exchanged when they are busy, including late at night
- sharing of personal information
- a pressure to be funny or controversial
- stigma against those who do not participate
- if you step away, the topic can change and move on leaving you behind
- can include distressing or harmful content such as pornography or non-consensual nude image sharing

What strategies are young people using to manage group chats?

Lots of the young people we speak to recognise the challenges of using group chats and are already finding ways to make their experiences more positive. For example:

- using the 'mute' tool to prevent active groups becoming a distraction
- leaving groups they don't want to be part of
- starting new groups if existing ones no longer felt safe
- using settings to prevent people adding them to group chats without permission
- working together to moderate behaviour in chats, for example by having a group admin or issuing warnings to members

Did you know?

Group chats can be of varying sizes and some have hundreds of participants. Young people may be added to group chats with people they know and people they don't.





How can you help?

- Talk to your child about group chats. Start with the positives, but set clear expectations about being kind, respectful and responsible while in group chats.
- Look out for signs that your child's use of technology is impacting their wellbeing. Group chats can be overwhelming, so check in with your child and make sure they know they can always come to you if something is worrying or upsetting them online.
Discuss how to manage 'online friendships' and contact with people they do not know in person. Strategies like leaving group chats that make them feel uncomfortable, always keeping personal information private, and avoiding chats with unfamiliar 'friends of friends' or 'randomers' are key.
- Familiarise yourself with key settings and support your child to use these too. These could be reporting and blocking tools, muting chats or turning off read receipts. Search online for the platforms your child is using with search terms 'privacy settings', 'group chat settings' or 'parental controls' to find the relevant settings available.

Supporting Under 11s

- If your child shows an interest in group chats, remember that most social media apps have an age rating of 13+.
- If your child tells you that all their friends are using group chats, talk to other parents to confirm this, and make a decision that works for you and your family.
- If it's a no, you're not on your own. Many parents prefer to wait until their child is older.
- If it's a yes, supervise and monitor your child's use. Set clear expectations and check in regularly.



Supporting older children and teens

- Spend time with your child ensuring you both know how to use the block and report features, and how to take screenshots (this can help them show you something that may have gone wrong).
- Work together to find a balance that allows you to support and monitor their use of group chats, whilst still giving them some privacy. Expecting to access all their private chats may push your child away or lead to them keeping secrets.

Supporting a 16+ year old

- Remind your child that they do not have guaranteed privacy in group chats. Conversations can easily be saved or shared, and thoughtless messages can impact their reputation with friends and wider, like professionally.
- If your child is using group chats to get to know new people, discuss strategies they can use to keep themselves safe if they choose to meet (meet in a public space, never go alone, share location).



Glossary

admin a member of a chat who can perform certain actions such as adding or removing other members.

block a tool available on many platforms to stop a user from interacting with you.

end-to-end encryption (end to end encryption) technology that means messages are only visible to the sender and recipient.

left on read slang referring to someone reading a message that requires a response, but not sending a reply.

moderator a member of a chat or community who tries to ensure that others are behaving safely or respectfully.

PM (or DM) a private message (or direct message) that is sent between two people separate from a group chat.

read receipts a feature of some apps that allows users to see when a message they have sent has been opened or read.

report a tool available on many platforms that allows a user to escalate an issue to the platform's safety team, usually because it breaks the terms and conditions or community guidelines.

side chat a separate chat between two or more members of a larger 'main' chat. Often used to discuss or comment on activity in the 'main' chat.