



Turves Green Primary School Newsletter

Excelsior
Multi Academy Trust

18TH SEPTEMBER 2026

Dear Parents and Carers,

It has been a really exciting week in school with plenty of great learning happening, but also some brilliant wider opportunities for our children to take part in.



School Competitions



As part of our extra-curricular offer children are invited to take part in competitions, both within our Trust and within our local school consortium. Although these are competitive, the main reason behind joining these matches is to build the pupils' team-work skills (including communication), build resilience and feel a sense of pride in representing our school. Win or lose, representing the school at primary age is something we are incredibly proud of our pupils for doing with such positivity and enthusiasm.

A huge shout out to our basketball team who came 1st out of 12 teams last week!

As always, a huge thank you to Mr Cooke and Mr Edwards for their time and dedication to provide these opportunities.

School Parliament

This week the elected members of our school parliament were announced after the classes had cast their votes. These children will go on to represent the views of their class at School Parliament meetings this year. They all delivered brilliant speeches and earned their votes, well done. Thank you also to all the children who put themselves forward, it is a brave thing to do.

1AC	Erin	4B	Belle
1C	Elysian	4W	Evelyn
2W	Arthur	5C	George
2P	Millie	5W	Jay
3T	Sesame	6M	Amina and Beau
3P	Arsema	6T	Jeremiah and Olivia

CBSO

KS2 had a real treat today in school! The Stringcredibles (string players from the City of Birmingham Symphony Orchestra) came in to school and delivered a performance for Year 3-6. The children thoroughly enjoyed it and it was a great experience. Thank you to Mr Millington for organising this.



Autumn Diary Dates for Parents

Please see attached to this email the autumn dates for parents. I have tried to make these clear through colour coding which events are for parents to come into school, and which are just for your information. Although we hope that these dates are final and complete, they are subject to change. For some of these dates additional letters will be coming out giving more information if required. If you have any queries or questions please contact the office.

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

Ludwig van Beethoven (1770-1827):

Ludwig van Beethoven was born in Bonn, Germany. His father, who was a singer, was his first teacher. After a while, even though he was still only a boy, Ludwig became a traveling performer, and soon, he was supporting his family.



In his early twenties, Beethoven moved to Vienna, where he spent the rest of his life. Beethoven was one of the first composers to make a living without being employed by the church or a member of the nobility. At first, he was known as a brilliant pianist. But when he was around 30 years old, Beethoven started going deaf. Even though he could no longer hear well enough to play the piano, Beethoven composed some of his best music after he was deaf!

Beethoven is considered one of the greatest musical geniuses who ever lived. He may be most famous for his nine symphonies, but he also wrote many other kinds of music: chamber and choral music, piano music and string quartets, and an opera.



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 - Lilah 1C
 Year 2 - Erin 2W
 Year 3 - Arla 3P
 Year 4 - Holly 4B
 Year 5 - Eunice 5C
 Year 6 - Kylo 6M

House Points

Armstrong



440

Earhart



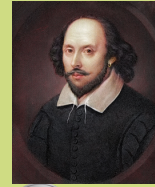
539

Seacole



420

Shakespeare



534

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 1

Monday	Tuesday	Wednesday	Thursday	Friday
Battered Chicken in a Bun Veggie Burger in a Bun (V)	Beef Bolognese Veggie Bolognese (V)	Homemade Beef Pie Cheese & Onions Lattice (V)	All Day Brunch - Pork Sausage & Omelette All Day Brunch - Veggie Sausage & Omelette (V) Fish Fingers with Skin on Wedges & Tartare Sauce	Wholemeal Chicken & Sweetcorn Pizza Wholemeal Margherita Pizza (V) Battered Fish
Herby Diced Potatoes, BBQ Sauce, Corn on the Cob & Green Beans	Spaghetti, Garlic Bread, Broccoli	Creamy Mash Potato, Carrots, Broccoli & Gravy	Hash Browns, Sweetcorn & Baked Beans	Chipped Potatoes & Sauces
Raspberry Jelly	Fresh Fruit Salad	Assorted Ice Cream	Watermelon or Orange Wedges & Apple Slices	Homemade Carrot Cake

Salad Cart Available Daily
Please pre-order meals on Arbor

Be an attendance HERO

Here Everyday Ready Ontime



SECONDARY SCHOOL APPLICATIONS **ARE OPEN!**

If your child turns 11 before
31 August 2027, apply now

Apply by 31 October 2026



What Parents & Educators Need to Know about CONSPIRACY THEORIES

Conspiracy theories are false or misleading beliefs that explain events as secret plots, often involving powerful groups. While once fringe, they are now more accessible through digital media, online influencers and because of algorithmic recommendations. The DfE guidance document, 'Keeping Children Safe in Education' (KCSIE) explicitly recognises conspiracy theories as potential content risks. This guide will help parents and educators understand the risks, spot the signs, and build children's resilience to conspiracy theories.

WHAT ARE THE RISKS?

UNDERMINING TRUST

Conspiracy theories can lead children and young people to distrust democratic institutions and British Values, teachers, and even their own families and loved ones. This erosion of trust makes young people more vulnerable to extremist narratives by isolating them from reliable sources of information.

ONLINE ALGORITHM TRAPS

Social media platforms can often recommend sensationalist content. Once a child engages with one conspiracy-themed video or post, algorithms push more of the same, thereby creating an echo chamber that can intensify their beliefs.

MENTAL HEALTH IMPACT

Exposure to frightening conspiracy content, such as global plots, viruses, or government control, can fuel feelings of anxiety, paranoia, or hopelessness. For some young people, it can trigger prolonged distress or obsessive thinking.

GATEWAY TO EXTREMISM

Conspiracy theories can often overlap with extremist ideologies. Narratives that blame specific groups, such as politicians, scientists, or particular ethnic groups, can groom children in ways that foster hate, bigotry, and radicalisation.

CONFLICT WITH PEERS

Belief in conspiracy theories can lead to isolation or conflict at school. Children may struggle with peer relationships if they express these beliefs or become distrustful of others who disagree; sometimes, confrontation can even result in a strengthening of the belief in the conspiracy theory.

ERODED CRITICAL THINKING

Young people influenced by conspiracies may reject evidence-based learning. This risks undermining their academic progress and weakening their ability to think critically, assess risks, or engage in healthy debate.

Advice for Parents & Educators

I WANT TO BELIEVE

CREATE SAFE CONVERSATIONS

Don't mock or dismiss any questions that children and young people ask about conspiracy theories. Instead, create open, judgement-free spaces to talk. This strengthens trust and makes it more likely they will confide in you.

PROMOTE CRITICAL THINKING

Teach young people how to assess information critically. Encourage them to ask appropriate questions, such as: Who is telling me this? What evidence is there? What do other trusted sources say? Use real examples from current media to explain your answers and reasoning.

MONITOR DIGITAL BEHAVIOUR

Be aware of the content children are accessing, especially on platforms such as TikTok, YouTube, or Reddit. Use parental controls, but more importantly, maintain ongoing dialogue about online experiences and influencers.

REINFORCE RELIABLE SOURCES

Point children toward trustworthy and reliable sources of news and information in a variety of formats tailored to the young person's age. Build habits of verifying facts using reliable sources, and teach them how to spot misleading content.

Meet Our Expert

Brendan O'Keeffe is a headteacher and digital education consultant with over a decade of experience in education. As Director of Digital Strategy across multiple schools and an advisor to The National College, he specialises in digital safety, PREVENT, and pastoral care.



The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/conspiracy-theories>

Let's Learn Spanish

1-10

Spanish Numbers 0-10

0

cero

1

uno

2

dos

3

tres

4

cuatro

5

cinco

6

seis

7

siete

8

ocho

9

nueve



10

diez

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.