



# Roseacres Round Up



[Roseacres Primary School](#)

12<sup>th</sup> September 2025

## [Our menu](#)

Next week, we are week 3.

We have had another great week adjusting to the routine of school, a huge thank you for the warm welcome I have received so far. The children in EYFS have completed their full days and there have been lots of tired little faces at the end of the day.

We have started our whole school assemblies this week where we have been talking about school values, we are working on creating new ones using the acronym ROSIE for when you join Roseacres. The children and staff have contributed their ideas and we are building a collection that the children will vote on, please do share your suggestions with me on the gate if you have any.

## **Dates**

At the bottom of our newsletter, we will share school dates. These will be updated each week as necessary and new dates will be in red. We will try to avoid last minute changes and additions, which will hopefully enable you to organise your own diaries as school parenting admin is one in its own right!

## **Meet the teacher**

We would like to invite you to meet the teacher this September. The session will start at 2.45pm and will take place in the classroom with the children.

22<sup>nd</sup> – year 6  
23<sup>rd</sup> – year 1 and year 5  
24<sup>th</sup> – year 4  
25<sup>th</sup> – year 3  
26<sup>th</sup> – year 2

## **After school clubs**

We are currently exploring our after-school club offer and hope to have these in place by October. Please be patient whilst we work with other agencies to seek a range of opportunity for the children.

## **Our Best bits**

### **EYFS**

The children were so excited to share their learning this week with me, Mrs Childs, after they'd drawn a happy face on the whiteboard! This was also one of my best bits!

### **Year 1**

The children have started their History learning on transport. They explored past and current transports and Nelly shared when she visited a transport museum herself.

### **Year 2**

In year 2, the children started gymnastics and whilst there was some reluctance to begin with, all the children enjoyed showcasing their routines by the end.

### **Year 3**

Computing was the highlight in year 3, the children learned how to turn the computers on and off correctly and researched seals, there was great listening and safety whilst using the computers.

#### Year 4



The children have started to learn about electricity, creating venn diagrams of objects that use electricity by mains and batteries, or both.

#### Year 5

Miss Read got the children active in their fitness lessons this week, there was great effort from all the children and lots of pink faces at the end!

#### Year 6

Year 6 have been exploring the components of blood, they used Cheerios and marshmallows to replicate this and support their understanding.

<div>  Celebration!  </div>						
EYFS	Year 1 Clara	Year 2 Tiggy	Year 3 Ophelia	Year 4 Daisy	Year 5 Eloise	Year 6 Alfie

#### PE Days

Children should come to school wearing their Roseacres PE kit. Children are not able to wear logoed designer clothes or football kits. Earrings must be removed with long hair tied back.

Monday	Year 1 and year 4
Tuesday	Year 2 and year 3
Wednesday	EYFS, year 3 and year 5
Thursday	Year 2, year 5 and year 6 (swimming Autumn term)
Friday	Year 1 and year 4

#### Diary dates

Remember to look at our community noticeboard on the website for things beyond school: [Community Noticeboard | ROSEACRES PRIMARY SCHOOL](#)

Autumn	Spring	Summer
<b>11<sup>th</sup> September – year 6 swimming</b> <b>18<sup>th</sup> September – year 6 swimming</b> Week beginning 22 <sup>nd</sup> – meet the teacher from 2.45pm 22 <sup>nd</sup> – Year 6 23 <sup>rd</sup> – year 1 and year 5 24 <sup>th</sup> – year 4 25 <sup>th</sup> – year 3 26 <sup>th</sup> – year 2 23 <sup>rd</sup> September – individual school photos 24 <sup>th</sup> September – EYFS phonics meeting 25 <sup>th</sup> September – year 1 and 2 rescheduled trip to Shepreth Wildlife Park. <b>25<sup>th</sup> September – year 6 swimming</b>	5 <sup>th</sup> January – children back to school <b>8<sup>th</sup> January – year 5 swimming</b> <b>14<sup>th</sup> January – year 6 SATs meeting with parents at 2.30pm</b> <b>15<sup>th</sup> January – year 5 swimming</b> 19 <sup>th</sup> January – year 6 Young Voices at o2 20 <sup>th</sup> January – INSET day <b>22<sup>nd</sup> January – year 5 swimming</b> <b>29<sup>th</sup> January – year 5 swimming</b> <b>5<sup>th</sup> February – year 5 swimming</b> <b>12<sup>th</sup> February – year 5 swimming</b> 16 <sup>th</sup> – 20 <sup>th</sup> February – half term <b>26<sup>th</sup> February – year 5 swimming</b> 3 <sup>rd</sup> March – year 2 Aerozone Trip <b>5<sup>th</sup> March – year 5 swimming</b> 6 <sup>th</sup> March – World Book Day Celebration	13 <sup>th</sup> April – children back to school <b>16<sup>th</sup> April – year 4 swimming</b> <b>23<sup>rd</sup> April – year 4 swimming</b> <b>30<sup>th</sup> April – year 4 swimming</b> 4 <sup>th</sup> May – bank holiday <b>7<sup>th</sup> May – year 4 swimming</b> 11 <sup>th</sup> – 14 <sup>th</sup> May Year 6 SATs <b>14<sup>th</sup> May – year 4 swimming</b> <b>18<sup>th</sup> May – year 6 residential meeting with parents at 2.30pm</b> <b>21<sup>st</sup> May – year 4 swimming</b> 25 <sup>th</sup> – 29 <sup>th</sup> May term 1 <sup>st</sup> June – INSET <b>4<sup>th</sup> June – year 4 swimming</b> 1 <sup>st</sup> June – 12 <sup>th</sup> June – year 4 multiplication table checks 8 <sup>th</sup> June – 12 <sup>th</sup> June – KS1 Phonics Screener check

30 <sup>th</sup> September – Roseacres Friends meeting at 1.30pm 1 <sup>st</sup> October – Year 1 and year 2 Scootfit in school. Children to wear PE kits. 2 <sup>nd</sup> October – year 6 swimming 3 <sup>rd</sup> October – Harvest Festival at Church 9 <sup>th</sup> October – year 6 swimming 16 <sup>th</sup> October – year 6 swimming 17 <sup>th</sup> October – EYFS, year 1 and year 2 drama workshop 21 <sup>st</sup> – Parent Learning Conferences 4.30pm – 7pm. 23 <sup>rd</sup> October - Parent Learning Conferences 3.30pm – 6pm. 23 <sup>rd</sup> October – flu sprays 27 <sup>th</sup> – 31 <sup>st</sup> October – half term 3 <sup>rd</sup> November – children return to school. 6 <sup>th</sup> November – year 6 swimming 10 <sup>th</sup> November – flu spray 10 <sup>th</sup> November – EYFS open evening for September 2026 at 5pm. 13 <sup>th</sup> November – year 6 swimming 13 <sup>th</sup> and 14 <sup>th</sup> November – year 5 Bikeability 20 <sup>th</sup> November – year 6 swimming 20 <sup>th</sup> and 21 <sup>st</sup> November – year 5 Bikeability 21 <sup>st</sup> November – Winter Wonderland Disco – Friends Event 27 <sup>th</sup> November – year 6 swimming 28 <sup>th</sup> November – INSET day 19 <sup>th</sup> December – last day of term	12 <sup>th</sup> March – year 5 swimming 17 <sup>th</sup> March – Year 5 Daws Hall 19 <sup>th</sup> March – year 5 deimming 20 <sup>th</sup> March and 23 <sup>rd</sup> March – Fab Science in school 26 <sup>th</sup> March year 5 swimming 27 <sup>th</sup> March – last day of term.	11 <sup>th</sup> June – year 4 swimming 15 <sup>th</sup> June – 17 <sup>th</sup> June – Y6 Residential 18 <sup>th</sup> June – year 4 swimming 25 <sup>th</sup> June – year 4 swimming 7 <sup>th</sup> July – Year 6 end of year performance 16 <sup>th</sup> July – year 6 High Tea and leavers assembly 17 <sup>th</sup> July – last day of term 20 <sup>th</sup> July INSET day
New dates will be added in red		

### Roseacres Friends

We had an exciting first meeting of the year, thank you to Rie (Chair), Sam and Laura (Treasurers) and Emma (Secretary) for stepping in to these roles for the year. The support from the Friends is essential for some of our additional school events but also for supporting school funds.

We will next be meeting on 30<sup>th</sup> September 1.30pm – 3pm to secure the dates for the year! Please come along. We really do need parent ideas, help and support with our events to raise as much money as we can for the school.

### Save the dates

Next meeting – 30.09.25 at 1.30pm

Winter Wonderland Disco – 21<sup>st</sup> November 2025

EYFS and parents – 2.15pm – 3.15pm

KS1 – 3.15pm – 4.15pm

KS2 – 4.15pm – 5.15pm

### SEND

Dates	Resources	Referrals
	<a href="#">Essex Local Offer</a> <a href="#">Supporting your Neurodivergent Child</a> <a href="#">West Essex Inclusion Project</a> <a href="#">Essex Family Wellbeing</a> <a href="#">SEND IASS</a> <a href="#">Autism Central</a> <a href="#">West Essex Inclusion Project</a> <a href="#">One Plan Process</a> <a href="#">Essex Frontline</a>	<a href="#">Community Paediatric Service</a> <a href="#">West Essex Community Specialist Services</a>

### Safeguarding

#### Parking

When picking up or dropping off children at schools, you should do the following:

- Allow yourself plenty of time as the area is likely to be busy.
- Do not park on yellow zigzag lines and avoid parking opposite them.
- If you decide to park further away, please be considerate of local residents and avoid blocking driveways or access ways, especially for emergency vehicles.

[Parking outside schools | Police.uk \(www.police.uk\)](#)

#### Are you worried about a child?

As a school, we consider safeguarding to be a priority. We welcome parents and carers talking openly to us about their concerns for the safeguarding of children and families. Remember, safeguarding is everyone's responsibility. If you have any concerns about a child, you can contact one of our Designated Safeguarding Leads via the school office. Please ask to speak to Vicky Childs, Sian Watson or Kerry Renton and specify that you have a safeguarding concern.

If you are worried about a child or young person, you can call the NSPCC helpline for support and advice for free on 0800 800 5000. If a child is in immediate danger, you should call 999. Children can call Childline at any time on 0800 1111.

The designated safeguarding leads at Roseacres are Mrs Childs, Mrs Watson and Mrs Renton.

#### Conspiracy theories

The latest update to 'Keeping Children Safe in Education' includes clarification that misinformation, disinformation and conspiracy theories are recognised safeguarding harms. Although they might seem far-fetched, for many people they are very convincing – especially when presented by persuasive influencers or sensationalist videos online. This guide unpacks the risks, including isolation, anxiety, and exposure to extremist content, that can arise when conspiracies go unchecked.

It also highlights how conspiracy theories can erode critical thinking and trust in reliable sources – including schools, families, and the media. With practical advice for nurturing curiosity, encouraging scepticism, and safeguarding children's digital experiences, this edition of Wake Up Wednesday helps adults to tackle tricky topics in a calm and confident manner.



# 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>



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