



Leesons Primary School Weekly Newsletter

Week beginning: 10.10.25

It was lovely to welcome so many parents into school this week for Parents Evening. Thank you to everyone who completed the parent survey. We will share the results and our actions from it with you very soon. Have a lovely weekend.

The Leesons Team

Attendance and Punctuality

Our attendance and punctuality for this week can be seen in the table below.

Class	Attendance (%)	Punctuality (number of lates)
Little Orchard	92.68%	0
Hedgehog	97.08%	3
Robin	98.89%	3
Owl	95.33%	1
Woodpecker	92.86%	4
Kingfisher	98.13%	1
Badger	97.73%	3
Fox	99.05%	6
Rabbit	99.09%	2
Mole	96.67%	5
Starling	95.65%	3
Otter	94.44%	1
Stag	97.5%	1
Kestrel	97.06%	2

Well done to Rabbit Class who won Leo the Attendance Bear and the Attendance cup this week!

Well done to the following class who won the Punctuality cup this week - Little Orchard! Both the attendance and punctuality winners will get an additional ten minutes play time. Well done to Starling Class for winning the Walk to School Award.



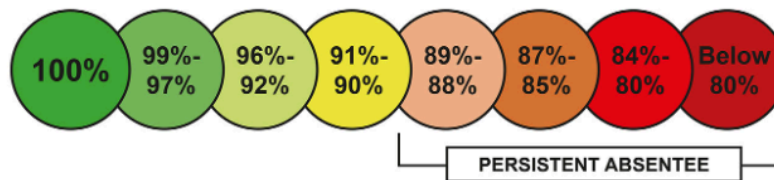
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Attendance

We're delighted to share that our whole-school attendance currently stands at **96.91%** – a fantastic achievement! Thank you to all our pupils and families for helping us reach this impressive figure. Every day in school makes a difference, and your commitment to great attendance helps everyone learn, grow, and succeed together. Let's keep up the amazing effort and see if we can push past 97% next time!

ATTENDANCE MATTERS

On Time: First Time, Every Time



Which CIRCLE are you in?

Language of the week

Flag	Language	Country	Greeting	Picture
	Bavarian	Bavaria (state within Germany)	Servus	

The world-famous Neuschwanstein Castle is located in Füssen, Bavaria. This fairytale castle was built by King Ludwig II (1845-1886). Neuschwanstein Castle is best known as the inspiration behind Disneyland's Sleeping Beauty Castle.

Oracy Talk Topic

At home, we would like you to pick an evening that is convenient and come together as a family to discuss the 'Talk Topic'. In order to ensure that your child participates in high-quality talk, please remember to play devil's advocate during the discussion. Your child should not only be given the opportunity to agree and build on other viewpoints, but also challenge/disagree, explain and justify.

The 'Talk Topic' for this week is the following:


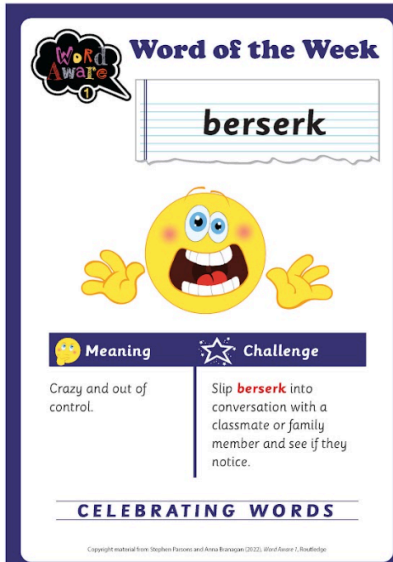


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'Where would be a better place to live, in space or under the sea?'

Word Aware

Please discuss these words with your child at home and see if any of you can use them in conversation this week.

EYFS and Key Stage 1	Key Stage 2
	

Maths Challenge

I have fifteen cards numbered 1 – 15.

I put down seven of them on the table in a row.



The numbers on the first two cards add to 15.

The numbers on the second and third cards add to 20.

The numbers on the third and fourth cards add to 23.

The numbers on the fourth and fifth cards add to 16.

The numbers on the fifth and sixth cards add to 18.

The numbers on the sixth and seventh cards add to 21.

What are my cards?

Can you find any other solutions?



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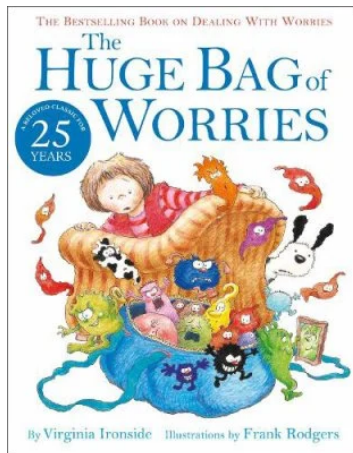
Pupil Premium

The pupil premium grant is funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England. We strongly encourage applications from eligible parents. Although universal infant free school meals (UIFSM) applies to all infant school aged children, Pupil Premium carries other benefits for funding which can be used to enhance learning for your child.

· For information and eligibility criteria:

<https://www.bromley.gov.uk/FreeSchoolMeals>

· To apply: <https://www.bromley.gov.uk/FreeSchoolMealsApplicationForm>



Book of the week

As it is Mental Health Awareness Day, we wanted to share this story. It is a reassuring picture book encouraging children to open up about their fears and anxieties to help manage their feelings.

It is the perfect book to soothe worries during stressful times.

Wherever Jenny goes, her worries follow her - in a big blue bag. They are with her all the time - at school, at home, when she is watching TV and even in the bathroom! Jenny decides they have to go, but who will help her get rid of them?

You can listen to the story [here](#).

Science

Find out some amazing facts about a famous Scientist - Tim Peake

[Tim Peake - Kids](#) | [Britannica Kids](#) | [Homework Help](#).

Spy Dogs

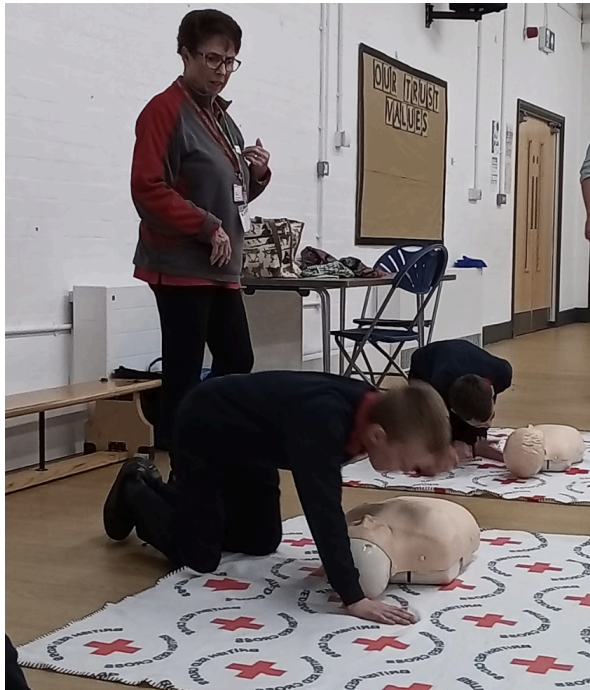
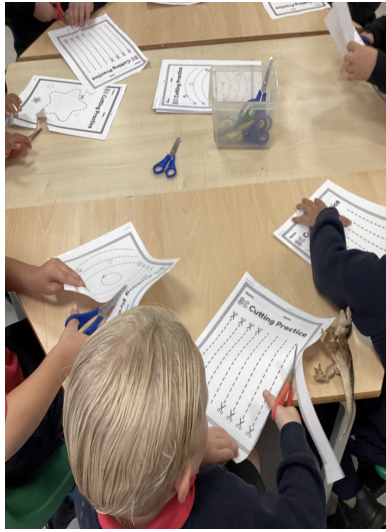
We have been made aware that the link at the back of the 'Spy Dogs' books no longer goes to the website that was set up and sends children to an inappropriate link. Please remove any books you have at home. If you would like more information, please read the [BBC news article](#).

Junior Duke

A few photos from our Junior Duke afternoon.



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Booklets will be coming home before the school holiday starts. Remember, you have until July 2026 to complete the activities, please do not rush.

E-safety



Social media influencers are people who have established credibility in a specific industry and have the power to influence other people's decisions. Most commonly associated with YouTube and Instagram, 'influencers' will usually have a large number of followers and be viewed as authentic by their audience. It is for this reason that many influencers are often paid by big companies to promote their products in the hope of persuading their followers to purchase those goods.

25K



What parents need to know about SOCIAL PRESSURES LINKED TO 'INFLUENCERS'



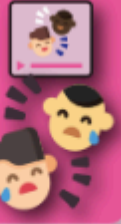
AN UNREALISTIC PERCEPTION OF BODY IMAGE

Some of the most popular social media influencers often depict themselves as having the 'perfect body' and are paid to promote items such as health supplements or medicines, which young people believe can help them achieve the same look. What is not always realised is that these images can be edited or filtered and aren't always a true-life representation. Your child may feel like this is what they need to look like and in some cases, become obsessed with their body image, which could contribute towards a lower self-esteem or even becoming depressed if they can't achieve the same look.



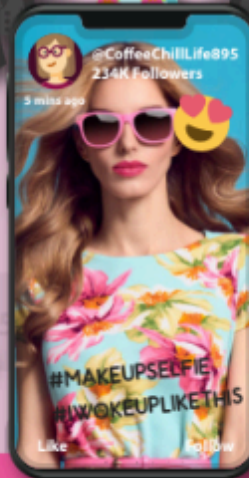
BECOMING UNREALISTIC ROLE MODELS

As children become more and more involved on social media and identify who their favourite people are to follow, they may come to see social media influencers as role models, particularly if they are attracted by the lifestyle they see online. This could lead them into developing potentially unrealistic expectations of life and in some cases, using their role models as an escape from reality, particularly if they feel like their own life isn't very fulfilling.



ENCOURAGING BAD HABITS

Although many social media influencers will get paid to advertise brands and their products, they will also post their own material online too, usually depicting their daily life or an activity for example. This may have both desirable and undesirable consequences, with influencers able to inspire both good habits, such as healthy eating, exercise or kindness. However, it may also encourage children to adopt bad habits, such as drinking, smoking, swearing or even criminal behaviour, particularly if these are seen to be endorsed by the influencer.



THE NEED TO HAVE EVERYTHING

Many social media influencers will take photos or videos of themselves wearing the latest fashion or jewellery which companies want them to promote. They may also be provided with the latest gadgets to promote or, if they are children, toys to play with in order to persuade their followers to purchase them. Many children will be keen to buy these items in order to keep up with the latest trends however if they get left behind, they could be made to feel inadequate or inferior by other children who do have them.



AUTHENTICITY OF ENDORSEMENTS

Social media influencers hold a lot of persuasion with their audience and are often looked up to by younger followers. Many children will see them as credible, authentic and trust what they see online. However, some influencers may not always believe in the product they are promoting and therefore can mislead their followers, abusing their level of confidence in them. Your child may therefore find themselves looking up to people who are disingenuous or who have an interest in activities that they themselves do not actually care about.



Safety Tips For Parents

FOLLOW WHO THEY FOLLOW

A good way to see first-hand who may be influencing your child is to create your own social media account and follow the same people they do. This will give you a strong indication of what is shaping how your child behaves, what they like and what they are taking an interest in.



TALK ABOUT ROLE MODELS

Role models can play an important part of your child's life, particularly outside of the home. Talk to your child about who they look up to and why. Remind them that not everybody online is who they seem to be and if you do have concerns that your child is being negatively influenced, work with them in finding more positive alternatives.

BUILD THEIR SELF-ESTEEM

It's important that your child is aware of how unrealistic perceptions of life can be depicted on social media and that it is easy to be deceived. Discuss with your child how images can be heavily edited, cropped or manipulated to create artificial scenarios and that often the lifestyle that people display on social media isn't always realistic or in fact the truth.



DISCUSS REALISTIC VS UNREALISTIC EXPECTATIONS

If you notice your child has suddenly taken a strong interest in the way they look, or you find they are a lot more body conscious, then it's a good idea to speak to them about why they feel that way. If they seem unhappy, try to build their self-esteem by talking to them and listening to their concerns, helping to build their confidence through praise and positivity. Remind them that looks aren't everything and not everything they see online is actually a true depiction of real life.



ENCOURAGE INDEPENDENT THINKING

Social media influencers can be quite powerful individuals who hold a lot of persuasive power so it's important to encourage your child to think independently about everything they see and engage with online. Talk to them about the dangers of blindly following others and in keeping an open mind when viewing content. Teach them to always question people's motives online, especially when they see individuals are promoting a brand or product which they are likely to have been paid to advertise but may not necessarily personally endorse.



Meet our expert

Pete Badh is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.



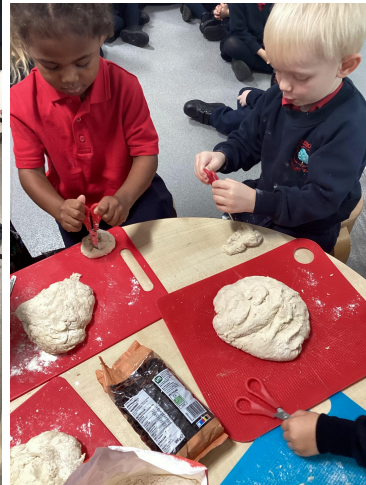
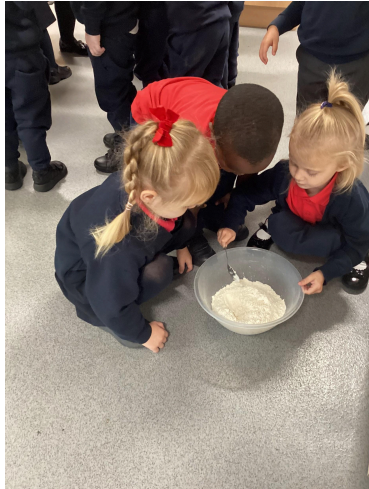
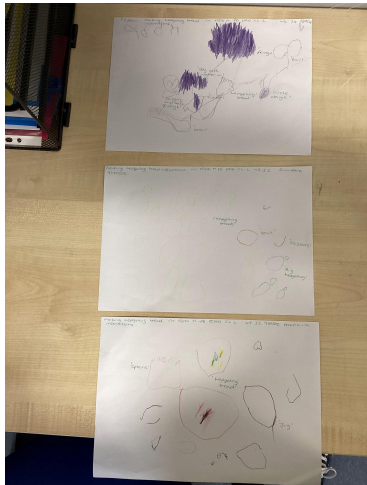


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Highlights of the week

Nursery

This week the Nursery children made hedgehog bread. They followed instructions with their peers to measure out and combine the ingredients. They also drew their own versions of the recipe. They then had the bread for snack; it was really tasty!



Hedgehog Class

Thank you to all of our parents who have attended their parents' evening meetings this week. It was lovely to talk about how well your children have settled into school life and the progress they are making.



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Gymnastics

This week 7 children from year 1 and 2 attended a trial morning at Bromley valley gymnastics centre. They all took part in floor exercises, vault, bars and rheumatic gymnastic skills. They all participated well and learned a lot of new skills. They all received a medal, however Malakyi in Year 2 received an extra medal for his energetic and determined approach to all the activities, especially the bars. Well done to all that attended.



What's on?

Week 7	
Monday - 13.10.25	<ul style="list-style-type: none"> ● Whole school assembly ● Year 4 swimming
Tuesday - 14.10.25	<ul style="list-style-type: none"> ● Share a story - KS1 - 1pm KS2 3.00pm ● 11+ tutoring with Bella Learning 12:45 - 1:45 in Bee class ● Year 2 trip to Unicorn Theatre pm, arrive back to school around 4:30pm
Wednesday - 15.10.25	<ul style="list-style-type: none"> ● Singing EYFS and KS1 - 1pm and KS2 3.00pm - ● Y6 Chislehurst Caves - Kestrel - 11:15 Stag - 12:15
Thursday - 16.10.25	<ul style="list-style-type: none"> ● My Happy Mind assembly in class ● Yr5/6 Lacrosse at Poverest ● Year 3 local area walk
Friday - 17.10.25	<ul style="list-style-type: none"> ● Class assembly - Starling Parents in at 2.30 for input first ● Cake sale after school ● Break up for half term



Leeson's Primary School Weekly Newsletter

Menu

Leeson's Primary School

WEEKLY MENU

WEEK 1
WEEK 2
WEEK 3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	THEME DAYS
MAIN	Hoi Sin Chicken Stir Fry (CE, MU*, SO, G/W)	Beef Burger (SE*, SO, SU, G/W)	Roast Chicken & Gravy	Beef & Lentil Bolognese Pasta Bake (MK, G/B*, W)	Fish Fingers or Salmon Fishcake & Chips (F, G/W)	
VEGGIE	Hoi Sin Quorn & Vegetable Stir Fry (CE, E, MU*, SO, G/W)	Vegetable Burger (SE*, G/W)	Roasted Vegetable Filo Parcel with Homemade Tomato Sauce (G/W)	Mac & Cheese (MK, G/W)	Cheese & Tomato Pinwheel (MK, G/W)	
SIDES	Egg Fried Rice & Stir Fried Greens (E, SO, G/W)	Homemade Potato Wedges with Baked Beans or Green Salad	Rustic Roast Potatoes with Roasted Carrots & Parsnips	Mixed Green Salad & Coleslaw (E)	Beans or Peas	
PASTA & JACKET	Vegan Roasted Vegetable Pasta (G/W)	Jacket & Salad	Tomato & Basil Pasta (CE, G/W)	Jacket & Salad	Mac & Cheese (MK, G/W)	
PUD	Homemade Chocolate Cookie (E, MK, SO, G/W)	Yoghurt with Honey & Fruit (MK)	Winter Fruit Crumble with Custard (MK, G/B*, O, W)	Orange Syrup Sponge with Vanilla Sauce (E, MK, SO*, G/W)	Ice Cream with Fresh Fruit (MK)	
DAILY SALAD BAR HOMEMADE BREAD FRESH FRUIT						

DATES

8 SEP / 29 SEP /
3 NOV / 24 NOV /
15 DEC

ALLERGENS

CE = CELERY	F = FISH	G/O = OATS	L = LUPIN	MU = MUSTARD	SO = SOYA	* = MAY CONTAIN
CR = CRUSTACEAN	G = GLUTEN	G/R = RYE	MK = MILK	R = NUTS	SU = SULPHUR	V = VEGAN
E = EGGS	G/B = BARLEY	G/W = WHEAT	MO = MOLLUSCS	P = PEANUTS	SE = SESAME SEEDS	S = SEASONAL VEG

food with passion

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.

10 Top Tips for Parents and Educators DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like 'It's not that bad' or 'You're okay' may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

10 BE PATIENT – HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



The National College



Leesons Primary School Weekly Newsletter

Pictures Alive at Orpington Library



Come along and listen to these amazing stories to celebrate Black History Month!

Standing Firm in Power and Pride.

Monday 13th October

4-5pm

Age: 4-7s with parent/carers

To book contact: <https://orpingtonlibrary.eventbrite.co.uk>

