



## Creating **BRILLIANT** Citizens



23<sup>rd</sup> January 2026



What a magical day!

Cavendish turned into a school of WIZARDRY today. The children impressed with their magical outfits, super spells and BRILLIANT writing. It certainly got the children exciting about writing. Also, read on to find out more about how the children explored learning behaviours and skills in assembly this week.

### Reminder - PARKING

We ask that you do not park on the immediate roads around school during drop off and pick up, especially those with double yellow lines. If possible, please park further away and walk. We must be respectful of our community and keep our roads safe.

### Diary Dates

Coming up this half term...

- 30<sup>th</sup> Jan: 5KJ class assembly
- 5<sup>th</sup> Feb: 1SM class assembly
- 5<sup>th</sup> Feb: Y5 trip to Jodrell Bank
- 6<sup>th</sup> Feb: Number Day!
- 10<sup>th</sup> Feb: Safer Internet Day
- 11<sup>th</sup> Feb: Reception Come & Play session
- 12<sup>th</sup> Feb: 3MT class assembly
- 13<sup>th</sup> Feb: 2AT class assembly



PTA Events this half term...

- KS1 & KS2 Discos Friday 30<sup>th</sup> Jan
- Early Years Disco Friday 6<sup>th</sup> Feb

### Attendance Matters

Last week's whole school attendance was 95.4%

Class winners were...

Nursery & Reception -

Caterpillars - 98.2%

Y1&2 1SM - 99.7%

Y3&4 4MD - 99.6%

Y5&6 6MTS - 97.3%



### Cavendish Values

#### Lunchtime Charter

Smile!  
& make others smile!

Thank & compliment others.

**POSITIVITY**

Encourage others & be their cheerleader.

Believe in yourself.

Be happy & have FUN!

RESPECT	EQUALITY	POSITIVITY
RESPONSIBILITY	KINDNESS	COURAGE



## Wizard Writing Day at Cavendish!

Today was a magical day - the children became wonderful wizard writers. They wrote BRILLIANT spells, poems, potions and descriptions that wowed! Check out some of the fun we had...



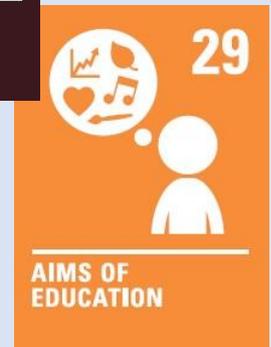
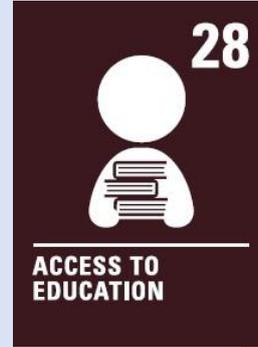


## Brilliant Learners



This week, we explored what BRILLIANT learning behaviours and attitudes help us in becoming a BRILLIANT life-long learner.

- Listening & Observing
- Practising
- Not giving up
- Asking for help
- Being a respectful team worker
- Use courage to have a go
- Remain positive with an 'I can...' attitude
- Embrace learning and know that mistakes are all part of the process



The children said that being a BRILLIANT learner is the best talent of all!

## Meet some of our office staff!



This is Miss Stacey. She is an Administration Officer for Attendance here at Cavendish. Her favourite subject at school was drama because she likes acting and talking. She enjoys going to the gym to keep fit and is kept very busy with her four children.



This is Miss Clare. She is an Administration Officer here at Cavendish. She loves going on holiday and walking with her family. Her talent is making a chicken out of a tea towel! She even showed us! Her favourite subject at school was food technology because she likes making food and tasting it!



By Y6 Journalists Freya, Ellia, Olivia & Poppy



Tickets are now on sale for the Spring school discos!

**KS1 & KS2 Discos on Friday 30th January (Rhodes Building)**

**Years 1, 2, 3 (KS1) from 4:30pm -5:45pm      Years 4, 5, 6 (KS2) from 6:15pm -7:30pm**

**Early Years (EYFS) Disco for Reception & Nursery Friday 6th Feb (Rhodes Building) 4.15pm-5.30pm**

Tickets £6 (includes glitter tattoo and sweets). Please ensure you enter your child's name and year group at the end of checkout and bring a named bottle for water. All children must be collected by a supervising adult at the end of the KS1/KS2 disco and for the Early Years (EYFS) disco please select a child + adult ticket if you will be attending with your child (please note: adult supervisor tickets are limited to ONE adult per child, or children if you're supervising more than one, max ratio 4 children to 1 adult). Children cannot be left in the care of PTA volunteers.

Tickets for all events <https://www.cavendishpta.org.uk/events>

We need more volunteers for the discos. If you would like to attend the KS1/KS2 disco (30th January) with your child you will need to volunteer for the event by filling out this form:

<https://forms.gle/NRTbSgyj9G8fQHfo7>

If there any parents/carers who are not accompanying their child and could be available to volunteer at the Early Years EYFS disco (6th February) event please fill out this form:

<https://forms.gle/RUPuXbFpCHNk1efH7>

Cavendish PTA  
**early years DISCO**  
**FRIDAY 6TH FEBRUARY**  
Nursery & Reception  
4.15pm - 5.30pm

Tickets £6  
(includes sweets & glitter tattoo)

[www.cavendishpta.org.uk/events](http://www.cavendishpta.org.uk/events)

Cavendish PTA  
**KS1 & KS2 DISCO**  
**FRIDAY 30TH JANUARY**

**Years 1, 2, 3 (KS1)**  
4.30pm - 5.45pm

**Years 4, 5 & 6 (KS2)**  
6.15pm - 7.30pm

Tickets £6  
(includes sweets & glitter tattoo)

[www.cavendishpta.org.uk/events](http://www.cavendishpta.org.uk/events)



Community Cavendish

Friday 30<sup>th</sup> January

# COFFEE Morning



**9am-10am (Annex Building)**  
**Sign in at the school office - everybody is welcome!**

Come along on Friday 30th January from 9am-10am to the Annex Building for a special coffee morning where we'll be prepping sweets for the school discos and it's a chance to meet other parents for a chat and the PTA over a brew and feel part of the community. Babies and toddlers welcome!



## Community Cavendish

@bigcomedystopuk

### BIGCOMEDYSHOP

# FEBRUARY HALF TERM COMEDY CLUBS!

AGES 6-12



## IMPROV GAMES AND SKETCHES!

Venue: Stretford Public Hall, M32 0LG

Duration: 10:30am-3:30pm

Price: £37.50 per child per day (plus small transaction fee)

10% discount for siblings



Book for any number of days!

Wednesday 18<sup>th</sup> February and/or  
Thursday 19<sup>th</sup> February and/or  
Friday 20<sup>th</sup> February

Scan the QR Code to book today!

If you have any enquiries, please email: [info@bigcomedystop.com](mailto:info@bigcomedystop.com)



# DIDSBURY TOC H HALF TERM CAMP



MONDAY 16<sup>TH</sup> AND TUESDAY 17<sup>TH</sup> FEBRUARY 1000-1430

## FREE TOC H HALF TERM RUGBY CAMP



Please either use the link below or email [arthurctoch@gmail.com](mailto:arthurctoch@gmail.com) to sign up



## GROWING BRILLIANTLY

# RECIPE FOR A POTION OF CONFIDENCE

A green leaf of bold new challenges



A sprinkle of



encouraging words



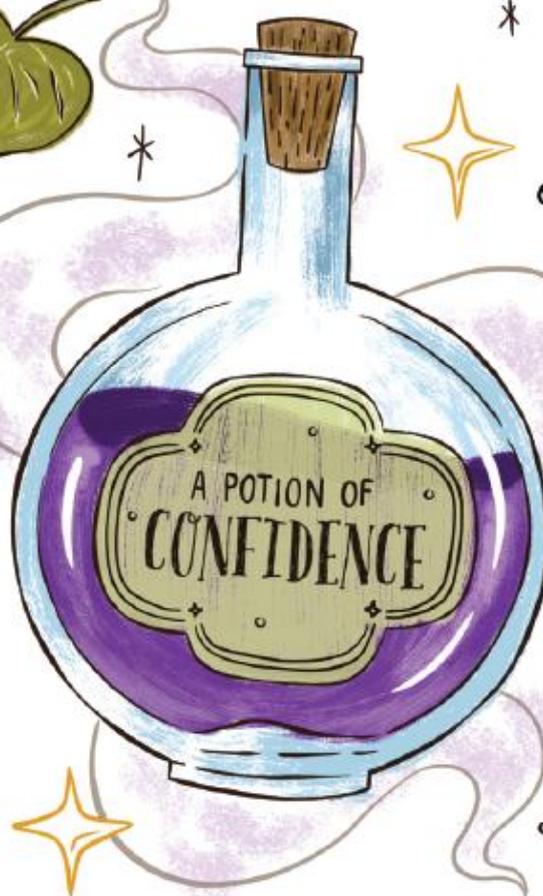
A pinch of self-belief



A feather of practice



A dragon scale of courage



## DIRECTIONS

### STEP ONE:

In a large cauldron sprinkle encouraging words and self-belief. Bring to a simmer.

### STEP TWO:

Add 1 dragon scale of courage. Imagine yourself succeeding.

### STEP THREE:

Use the feather of practice to whisk in the leaf of bold new challenges.

### STEP FOUR:

Share with friends and family. Repeat daily!



## KEEPING SAFE & BEING HAPPY

# 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.

### 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.

### 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.

### 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.