



Head teacher's note

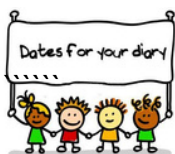
Firstly, a huge shout out to our Friends of Fishergate who have once again used some of the money that they have raised to fund the cost of the coach to enable all of the choir children to go to the Young Voices event in Sheffield. This is a significant cost and we would not be able to afford to give our children this fabulous opportunity without their support.

The children have looked splendid in their, non-school uniform red today and should all have a really good understanding of why we are supporting the 'Show Racism the Red Card' campaign. It was the focus of our assembly this Monday and it will be again next Monday. On Friday, Dani Rees will be welcoming the Schools of Sanctuary appraisal team who have come to see first hand what a safe and welcoming place Fishergate is for all of our families, including those seeking sanctuary in the UK. We are hoping that what they see will allow them to agree that we will become the first School of Sanctuary in York!! The appraisal team are keen to hear the views and experiences of parents and carers on school's efforts to become a School of Sanctuary. Please email any comments to admin@fishergateschool.com by next Thursday 23rd.

Dates

Tues 21st - EYU Parent Phonics Workshop
& 5:30pm Early Years Show Around for prospective parents

Fri 24th - Schools of Sanctuary Visit
- Over and Above Treat
- Break up for Half Term



Friends of Fishergate

Halloween Disco

Get ready to dance, because tonight's the disco! Music, pumpkins, treats and fun await you. Door entry is £2.00 per child (cash only) and event timings are as follows:

- EY & KS1: 6.00pm - 7.00pm
- Pumpkin Parade: 7.00 - 7.15pm
- KS2: 7.15pm - 8.15pm

Pumpkin Contest

The winners will be decided by our guest judge tonight! Small prizes will be awarded to the most impressive pumpkin in KS1, Year 3/4 and Year 5/6. Be sure to pop out to the playground during the disco with your children to see all pumpkins, illuminated and on display.

Pre-Loved Uniform Stall

Thanks to everyone who stopped by on Monday. Choosing pre-loved items for your children helps the planet and is a brilliant way to reuse the items our children grow out of so quickly!



Phase group updates

Early Years This week in we have been learning about being a good friend and reading 'Together we can', we have been completing kindness challenges, making friendship bracelets and gingerbread friends. In Maths, our number of the week has been 4 and we have explored different ways to show this amount. In the forest, we found lots of worms and continued to develop fine and gross motor skills using shovels and trowels.

Year 1/2 Children in KS1 have produced some fantastic 'spooky' Talk4Writing work this week, with Year 1 children beginning their 'Room on the Broom' work whilst Year 2 children have been imitating the story of 'Funnybones'. In Maths, Year 1's have been working on number 6-10, whilst Year 2's have been working on their additive facts skills to help their mental recall of addition facts. We've also continued on topic work on Africa and have learnt about the lives of Rosa Parks and Nelson Mandela as part of 'Black History' Month'. Next week, we'll be continuing our Talk4Writing work as part of our 'Spooky Week'.

Year 3/4 This week, we have been learning about iconic people who have made a positive change in the world we live in, bringing kindness, compassion and equality to the lives of others.

The Yr 3 /4 team would like to thank you for supporting your child at home with making the chocolate crispies. This week's homework will allow them all to show off their writing skills for the BBC's 500 Words competition.

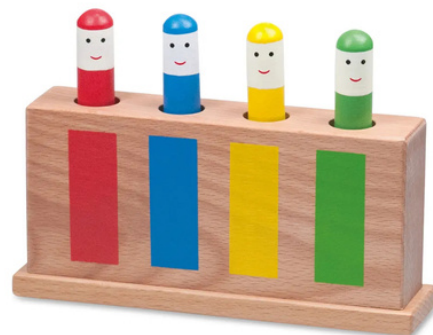
<https://www.bbc.co.uk/teach/500-words>

Year 5/6 children are writing extraordinary poems, inspired by Black heroes from the poem we have been studying as part of Black History Month, The Undefeated. In Science, we really enjoyed exploring maladaptation through designing our own lizards.



Other news

We are looking to develop our provision in Early Years and would appreciate donations of toys and books suitable for 2-3 years olds. These can be board books, noisy books, cause and effect toys, noisy games or puzzles. If you are having a clear out and have any of these things please can you bring them to the school office? Thank you



Bodhi Corner

Bodhi has enjoyed having some company on his lunchtime walks and is looking forward to the arrival of a double handled lead so that the children can have a go at holding him alongside me (if they want to!) It is also a great chance for me to have a good chat with a few children at a time and to find out about what they have been getting up to.

He has also been working alongside two small groups of children on the field and amazing us all with his skills. The places where the children are hiding the ball for him to find are getting harder and harder but, with their help, he is doing brilliantly.



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.

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.

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.

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.

Meet Our Expert

Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



See full reference list on our website



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