



# CARDREW COURT SCHOOL NEWSLETTER

## Thank you

Thank you to parents who have downloaded and are using the Arbor App, we hope you find this a useful and positive conversation starting point on your child's progress.

## Updates;

### Increased online activity of our learners.

**Did you know Australia has banned all under 16's from using social media?**

<https://www.bbc.co.uk/news/articles/cwyp9d3ddqyo>

It is great to see that many of our cohort are making friends and communicating more in and out of school.

As part of our safeguarding responsibility we ask; **Are you regularly checking the content of your child's group chats/ online activity?** We encourage all parents to do so as a regular, and compulsory part of social media use.

More from the National College to support on the back page.

## Reminders

Please note unless pre agreed via communication from school, we do not allow spending of individual learner money or funds (cash or bank cards) whilst on school trips or Outdoor Ed sessions.

Christmas card design competition closing date is Friday 5<sup>th</sup> December, entries to to office please.

Whilst we provide a range of healthy snacks for learners, these are mainly to provide sensory feedback (crunch, soft, cold, hard etc.) As we do not have a catering kitchen and do not offer meals we are unable to provide food for learners unless they are FSM (Free school meals) Please can your child be reminded or supported to bring in adequate snacks and food for the whole school day.



# Cardrew Court Reverse Advent Calendar

With Christmas round the corner, we are getting in the spirit of giving here at Cardrew. We want to remember those who are less fortunate than ourselves this holiday season and want to introduce our 'Reverse Advent' idea...

Instead of receiving something each day in December, each class will aim to fill up a box with items that will bring comfort to those in need this Christmas. Listed below are suggestions for donations across the classes but items will be gratefully received across the school wherever you would like to contribute.

Clothing donations can of course be second hand, we would not want anyone putting themselves out of pocket to support.

## Gorse, Verbena & Moss

Donations for St Petroc's Homelessness charity & Women's Refuge such as:

- Warm clothing - gloves, hats, scarves, woolly socks
- Warm blankets/sleeping bags
- Toiletries - deodorant, bars of soap, flannel, sanitary products, toilet roll, toothbrush & toothpaste
- Baby clothes/blankets

## Clover, Heather & Fern

Donations for the local Food Bank such as:

- Tinned food - beans, peas, sweetcorn, soup, tuna, spaghetti hoops, sliced fruit etc
- Pasta, rice, lentils
- Cereal & porridge oats
- Sweets and Christmas treats
- Pet biscuits & treats
- Toilet roll

It would be amazing to see as many donations as possible brought into classes by

**MONDAY 15<sup>th</sup> DECEMBER**

so we can share the Christmas love from Cardrew to our local community before the holidays.



Thank you 😊



# OUTDOOR ED



We have been continuing to develop our bouldering skills again this week with learners progressing to more and more difficult grades, and some achieving grades of V2-V4.

Others working through their fears to take to the wall for the first time..

Some of the learners have continued to work towards their NICAS award and are showing rapid development in their climbing and belaying skills.





# Food Technology



## ★ Weekly cooking highlights:

This week, our learners have been busy creating a wonderful variety of dishes across the school. Gorse learners enjoyed the freedom to design their own creations, while Verbena produced delicious mini quiches. Clover focused on taste testing classic quiches, and Heather & Moss impressed with beautifully made plum tarts. Meanwhile, Fern baked tasty carrot cakes, rounding off a fantastic week of cooking and creativity.



## Slow cooker recipe - Macaroni Cheese

### Ingredients

400g/14oz dried macaroni  
200g/7oz extra mature cheddar, coarsely grated  
200g/7oz ready-grated mozzarella, from a packet  
410g can evaporated milk  
freshly ground black pepper

### Method

1. Put the macaroni and both types of cheese in a slow cooker.
2. Pour over the evaporated milk and add 700ml/1 1/4 pint of water. Season with pepper and stir.
3. Cover and cook on high for 1 1/2 hours, or until all the cheese has melted and the pasta is almost tender. Stir really well, then cover and cook for a further 15 minutes, or until the pasta is tender but holding its shape.
4. Serve immediately - the longer the pasta sits, the softer it will become.

Next week learners will be making:

Week Commencing 1st December	
Gorse	Apple pie
Verbena	Vegetable Samosas
Clover	Bread Roll Shapes
Heather & Moss	Squash Soup with Croutons
Fern	Chocolate Brownies

# Fern

We are delighted to celebrate the fantastic way our Fern learners have responded to feedback from their recent mock exams. Staff have been truly impressed with the maturity shown in learning conversations this week. Our school value of resilience has been demonstrated time and again, with learners reflecting thoughtfully, understanding their goals, and taking real ownership of their progress. Their positive attitude has not gone unnoticed—well done, Team Fern!



The hard work continues in Fern this week. In English, learners are now working towards their Spoken Language endorsements, and we could not be prouder of the commitment they are showing. From researching topics to planning and drafting, they have approached preparation with enthusiasm and confidence. They will continue developing and refining their speeches over the coming weeks, with the aim of completing their assessments before we break up for Christmas. Your support and encouragement at home will give them a huge boost too so thank you in advance for that!

During wet break times, Fern learners have been channelling their creativity into redecorating the classroom with a beautiful nature theme. It has been wonderful to see them collaborate, design, and transform the space into something that reflects their imagination and team ethos.

Next week, we'll be adding a touch of festive sparkle to our learning environment. If you happen to have any spare baubles, fairy lights, or tinsel that you'd be happy to donate, we would be incredibly grateful!

Thank you for your continued support—and well done again to all our Fern learners for a brilliant term so far!

# CLOVER CLASS

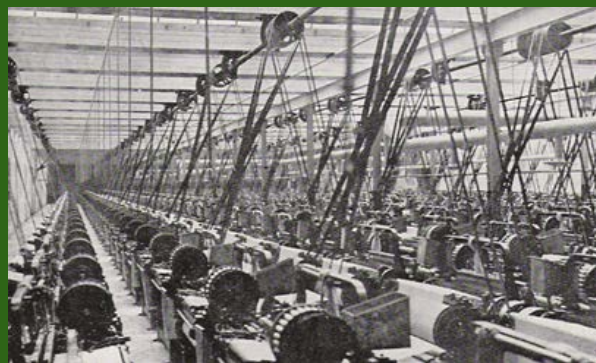
## Weekly Highlights:

This week, Clover learners have enthusiastically got stuck into creating wonderful entries for our Christmas card competition, showing fantastic creativity and festive spirit.



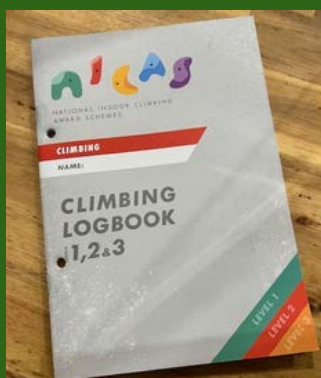
In Art, we explored the idea of buildings as machines, focusing particularly on factories and how their structures serve a purpose.

### Architecture and Machines in Vorticism



At TIDE climbing, learners were introduced to the climbing logbook, an indoor climbing award scheme that helps them track progress and develop their skills. Big shout out to Olly for conquering his fear of heights for the second week in a row!

Meanwhile, in RE, learners examined beliefs about life after death across different religions, taking part in thoughtful discussions.



### Life After Death

Most religions believe in the afterlife and the concept of a soul - the non-physical spiritual part of a human being. Many non-religious people also believe in the afterlife and the existence of the soul. However, some people believe that there is not such thing as a soul and that once you die, you cease to exist.

Christianity	Judaism	Islam	Hinduism
<p>The resurrection of Jesus gives Christians hope for eternal life. It was the resurrection and the life. Whosoever believes in me, though he die, yet shall he live: and whosoever lives and believes in me shall never die. (John 11:25-26 English Standard Version)</p> <p>After death, the soul remains in a state of waiting until judgement day.</p> <p>I just believe that you have had a good life and you are going to be happy with God in heaven and people who have had bad lives will go to hell.</p> <p>All souls eventually will be resurrected. Heaven and hell can be a physical place or a state of mind.</p> <p>Jesus' Catholic's believe in Purgatory - a state where the soul is cleansed before it enters heaven.</p> <p>Death is a difficult occasion but some believe the soul is immortal and the afterlife is a continuing life through Christ.</p>	<p>Jews believe in the resurrection of the dead and that there will be an era of perfect peace and prosperity called the Messianic Age.</p> <p>The Egyptians had a soul and was sent with the deceased to live together in the afterlife. The Egyptians also had a god called Anubis who took care of the dead.</p> <p>Most Jews believe that the physical body is immortal and continues to exist.</p> <p>Some Jews believe that the soul and spirit are separate. The soul is the part of the person that is immortal and the spirit is the part that is mortal.</p> <p>The Jewish religion does not have a concept of hell or heaven.</p>	<p>Muslims believe in Allah (the spiritual) and resurrection of the body and soul after death. It is one of the pillars of Islam.</p> <p>After death, the body and soul will remain in a state of limbo until the day of judgement.</p> <p>Some Muslims believe that the soul will be resurrected and will live in a state of bliss or punishment.</p> <p>Some Muslims believe that the soul will be resurrected and will live in a state of bliss or punishment.</p> <p>Some Muslims believe that the soul will be resurrected and will live in a state of bliss or punishment.</p>	<p>Hinduism believes that a person's karma (good or bad) determines their fate in many lives. The cycle of death and rebirth is called samsara.</p> <p>One can be in the state of moksha (liberation) if they have done good deeds in their previous lives.</p> <p>Hinduism is the oldest religion and most widely practiced in the world.</p> <p>When an atom or molecule is broken, it can still be broken down into its parts. The same goes for the soul. It is not destroyed when the body dies. It is only waiting for its next body.</p>

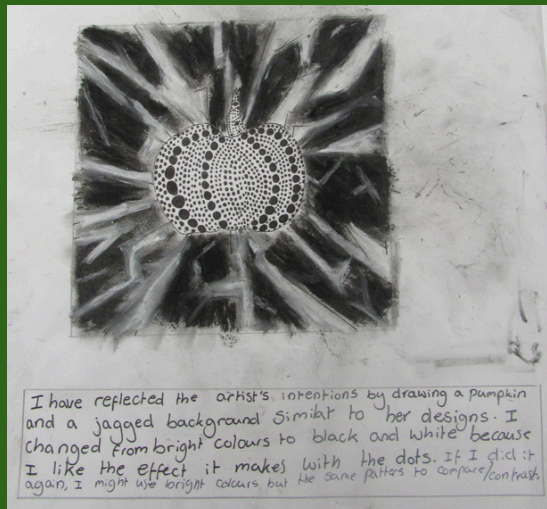
Have an amazing weekend everyone!!  
Em, Paula & Olly - Team Clover

# MOSS CLASS HIGHLIGHTS

Another busy week in Moss! You have all worked really hard this week and deserve a rest this weekend. Enjoy!



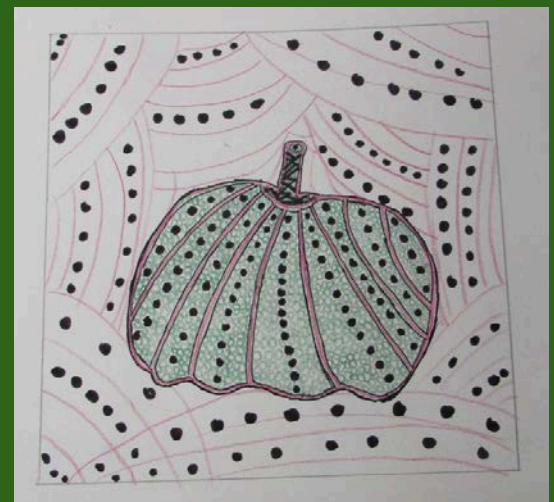
Flashback to our Outdoor Ed session last week because we were so proud of our learners! They showed amazing resilience when facing barriers to climbing and worked well as a group to support and encourage each other to keep going. It was lovely to see 😊



## OUR ART CREATIONS INSPIRED BY YAYOI KUSAMA

The Day The Tsunami Struck  
Finding Dad  
THE DOLPHIN THAT SAVED ME  
Effy & Mouse  
The Tsunami In The Dark  
1 Hour Before Everything Changed Forever

In English, learners have been writing their own disaster and rescue stories. They have worked hard to improve each draft while paying particular attention to spelling, punctuation and paragraphing.





# VERBENA CLASS HIGHLIGHTS



We've achieved so much this week, working hard across a range of subjects and showing pride in our own achievements. Well done team, we're so proud of you!



In PSHE we have been looking at the effects of drugs and alcohol on the body. We're able to recall knowledge that any substance that changes the way we think, feel and behave is classified as a drug. We identified the importance of a range of drugs that are prescribed or bought over the counter, in saving lives and enabling people to live pain free.



Creating our own cubism artwork in the form of a collage, using our own photographs we took around the school.



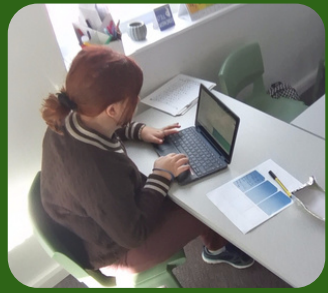
Science this week has had us exploring magnets and materials. We were lucky enough to borrow some resources from Redruth School (thank you!) and explore different magnetic and non magnetic metals. Why don't you test your young person at home, to see if they can remember what metals must contain to make them magnetic?



To embed our learning we explored our new magnet game, it's provided lots of (healthy!!) competitiveness and plenty of giggles!



In English and computing, we have been practising our skills of finding the best ways to utilise our devices to make our jobs a bit easier. We've put this into practise by trying out the dictation tool to support our writing during our English unit on endangered animals.



Science continued and was lead by the learners as their curiosity got the better of them and they were excited to find out if all magnetic metals were also conductors of electricity. Watch this space for some exciting experiments coming to Verbena to continue to nurture this curiosity!!

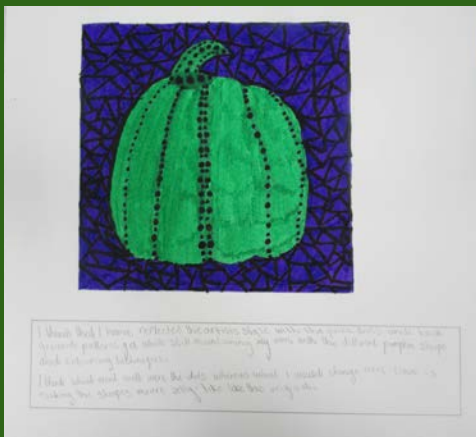
# Heather

## Food Technology:



## Art:

Over the past two weeks, learners have been creating and developing a title page on artist, Yayoi Kusama. Learners' have been spending time learning about her history and the artist she is whilst recreating some of her most famous pieces.



## Science:

Learners have been developing their knowledge on waves and applying equations to their work, using scientific calculators. Heather have done a fantastic job at retrieving previous knowledge on identifying the parts of a waves to help with this.

A massive thank you to our learners this week on your continued enthusiasm and hard work!

REMINDER: Deadline for the Christmas Card competition is December 5th.

# Gorse Class

This week has been full of exciting learning!

This week, we explored figurative language—including similes, metaphors, alliteration, and personification—and used these techniques to create vivid descriptions of the events on Privet Drive.

#### Simile

- - Envelopes soared down from the sky like a bird hunting its prey.

#### Personification

- - The letterbox trembled with fear while Vernon was hammering away.

#### Alliteration

- - Uncle Vernon furiously flung the letters into the foamy fire.

#### Metaphor

- - Vernon's rage was a lion, ready to attack.



We concluded our unit on multiplication and division. For those who would like to keep practising at home, I'll be sending out Times Table Rock Stars (TTRS) logins soon to help build fluency.

In Art, we tried something creative and fun: drawing with scissors in the style of Henri Matisse, ahead of creating a larger composition inspired by his work.



Well done, Gorse Class, for all your hard work and enthusiasm this week — keep it up!

Click the link below to see what's happening next week.

<https://padlet.com/MrTilley/gorse-class-wb-01-12-25-y2uza7fhkt5t8o0o>



# Article of the Week

## UK Parliament Week



### What is it?

UK Parliament Week (UKPW) is an annual event, spreading the word about what Parliament is, what it does and how you can get involved.

<https://www.ukparliamentweek.org/en/about/>

We used this as an opportunity to revisit Article 12.

### Article 12 – respect for the views of the child

Every child has the right to **express their views, feelings and wishes** in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.



<p>UK Parliament Easy Read 6 <b>How to visit UK Parliament</b></p> <p><b>HOW TO VISIT UK PARLIAMENT</b></p> <p>This will tell you: - The ways you can visit UK Parliament - How to take a tour of UK Parliament on the website</p> <p><a href="#">DOWNLOAD</a></p>	<p>UK Parliament Easy Read 5 <b>How to tell UK Parliament what you think</b></p> <p><b>HOW TO TELL UK PARLIAMENT WHAT YOU THINK</b></p> <p><a href="#">DOWNLOAD</a></p>	<p>UK Parliament Easy Read 4 <b>How devolution works</b></p> <p><b>HOW DEVOLUTION WORKS</b></p> <p><a href="#">DOWNLOAD</a></p>
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Click on the link below to access the 'easy reads' you can see on the left, if you would like to learn more about the UK Parliament.

<p>UK Parliament Easy Read 3 <b>How to vote in a general election</b></p> <p><b>HOW TO VOTE IN A GENERAL ELECTION</b></p> <p><a href="#">DOWNLOAD</a></p>	<p>UK Parliament Easy Read 2 <b>How laws are made</b></p> <p><b>HOW LAWS ARE MADE</b></p> <p><a href="#">DOWNLOAD</a></p>	<p>UK Parliament Easy Read 1 <b>The UK Parliament and its Members</b></p> <p><b>THE UK PARLIAMENT AND ITS MEMBERS</b></p> <p><a href="#">DOWNLOAD</a></p>
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<https://www.ukparliamentweek.org/en/resource-type/easy-read/>

CARDREW COURT SCHOOL  
**WOW & IDIOM**  
WEEK 11 W/C 1ST DECEMBER 2025

**WORD OF THE WEEK**



**Basal  
adjective**

*forms the base or the bottom layer of an object.*

**Examples:**

“Regular exercise can increase your basal metabolic rate”.

“Theo’s nerve cells the ones in the cortex of his brain, and deeper down in the basal ganglia”.

**Synonyms**

underlying, foundational.

**IDIOM OF THE WEEK**

**Break the ice**

to make people who are meeting for the first time feel more comfortable and relaxed in a social setting by initiating a conversation or activity to reduce awkwardness and tension.



**Origin**

Originates from the literal act of ships breaking through frozen waterways to create a passage for other vessels.

*To break the ice at the new employee meeting, the manager told a funny story about a past company event”.*

*“The masks were an enormous icebreaker: even men rarely caught on a dance floor seemed happy”.*

**COLLEAGUE OF THE  
WEEK: KATE**

Staff vote weekly in our Colleague of the Week draw

Thank you for all you do at Cardrew Court School

Thank you Chris of

**YOUNG PEOPLE CORNWALL**

as our assembly guest speaker  
Friday 28<sup>TH</sup> November

[HTTPS://YOUNGPEOPLECORNWALL.ORG/](https://youngpeoplecornwall.org/)



Chris will be coming into school regularly to work with CCS learners, to help shape a new wellbeing app for children and young people in Cornwall 'Healthier Together'

# 10 Top Tips for Parents and Educators

## SAFETY ON SOCIAL MEDIA

Currently, children are growing up in an immediate and throwaway culture when it comes to content that's consumed online. So much material is now deliberately created to be shorter in nature – and may often contain hidden elements such as advertising, or extreme political and cultural views. With complex algorithms built to keep people on their phones and engaging with social media content, it's becoming increasingly difficult to reduce time spent on these platforms.

### 1 REDUCE DOOMSCROLLING

It's concerning how common for young people to spend hours 'doomscrolling': trawling through social media and aimlessly viewing every post they see, many of which might make them feel sad or anxious. Social media can be useful for keeping in touch with friends and family, as well as staying up to date on current events. However, it's important to use it with a clear purpose, instead of endlessly scrolling through content, which could lead to young people accidentally discovering harmful material.

### 2 TALK ABOUT THE CONTENT

It's important to keep apprised of the kind of content that a young person is being exposed to. Discussing what they're watching online can help you understand why they're using social media in the first place. Furthermore, ensure that children are aware of hidden content, such as advertising of a product – and that they know how to spot that the creator is being paid to talk about it.

### 3 FIND POSITIVE ASPECTS

Despite all the concerns, there's plenty of wholesome content on social media. It's worth spending time with children to help them find something suitable and enjoyable. Perhaps you'll even discover a joint interest, and you can enjoy the content alongside the child. As part of this, you should also point out why certain things shouldn't be given attention, explaining why it isn't suitable and why it's been created in the first place.

### 4 REDUCE SCREENTIME

Young people can sometimes be unaware of the exact amount of time they spend looking at social media. Smart phones don't just have the capacity to monitor screentime; they also record how much time is spent on each app. Consider setting targets to reduce this and support children to meet these goals, gradually reducing the amount of time spent on different apps.

### 5 FILL THE VOID

Monitoring and reducing screentime can create a lot of free time to fill, and young people can even face withdrawal symptoms when made to step away from their phones. To mitigate this, consider what offline activities you could introduce the child to, and what they would enjoy. This can ensure that young users will permanently cut down on their screentime, rather than temporarily doing so while they know it's being monitored.

### 6 REDUCE NOTIFICATIONS

One way in which social media platforms keep people coming back is through notifications. The algorithms behind these apps track people's daily habits, including the times of the day where they're most likely to engage with the platform. This data is then used to deliver specifically timed notifications to draw them back in. To avoid young users being exposed to this tactic, simply turn off notifications for the app in their phone's settings.

### 7 LIVE IN THE REAL WORLD

Overexposure to social media can distort someone's perception of the real world – from body norms to social conventions. This filtered environment can make it hard for young people to distinguish reality from online content, which is now becoming even more difficult with the rise of AI. To mitigate this concern, take time to teach young people how to discern truth from fiction, both on and off social media.

### 8 DIGITAL DETOX

Encouraging young people to take a 'digital detox', from even just a couple of the apps that they use, can result in an overall reduction of screentime and less exposure to potentially harmful content. Alternatively, rather than avoiding the app entirely, encourage children to take a 'digital detox' from content creators and influencers, and instead, keep in touch with friends and family – which is generally a far healthier use of these platforms.

### 9 MODEL GOOD BEHAVIOUR

Consider the habits that you're demonstrating to your children. How much time do you spend on your phone? How much do you 'doomscroll'? Comparing your own usage with the child's could put things into perspective for them – or if it turns out that you're also overusing social media, it can turn screentime reduction into a joint mission, which you and the child can work on together.

### 10 BE CLEAR ON THE "WHY"

Research shows that young people can become addicted to social media. There are many schools that are moving towards being 'phone free' due to the negative impacts of using social media and phones continuously. It's important to explain to young people why managing screentime is important. Set out the benefits and ensure they have all the relevant information, so it's not just seen as a punishment.

## Meet Our Expert

John Insley is a senior leader in a Birmingham secondary school and has vast experience in leading schools over the past 15 years – including the development of computing curriculums across primary and secondary schools, writing e-safety policies and supporting schools with computing and e-safety advice.



#WakeUpWednesday®

The National College®

Source: See full reference list on guide page at <https://nationalcollege.com/guides/top-tips-for-safety-on-social-media>

# What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so entrals young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK ... and knowing what to do about content that upsets them.

## 1. UNDERSTAND THE ALGORITHM

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Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

## 2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

## 3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

## 4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

## 5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

## 6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

## 7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

## 8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

## 9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

## 10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

## Meet Our Expert

Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



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Sources: <https://www.bbc.com/news/technology-53034805>  
<https://sproutsocial.com/insights/social-media-algorithms/>