

Beechwood Newsletter



Attendance

This Spring has been a term full of hard work, determination, and celebration across our school community. As we closed the term, we were delighted to recognise the many pupils who have shown real commitment to attending school regularly and arriving on time.

The end of the Spring Term was not only about celebrating over 250 pupils who worked incredibly hard to maintain strong attendance, but also about recognising the children who overcame personal challenges and still came to school. A massive well done goes to the entire Beechwood community for supporting this achievement through excellent dedication, resilience, and a consistently positive attitude towards learning.



During the assembly, we also celebrated the classes who stood out this term. Class 1 was recognised for having the strongest punctuality, while Classes 9, 10 and 3 proudly met our whole-school attendance target 95%. We also highlighted the impressive progress made by Classes 8 and 14, who showed the most improved attendance. Also, a special well done goes to those who were very close to achieving the target.

The Summer Term has already started with great enthusiasm and engagement. Class 11 achieved the best attendance in the first week back, setting a strong example for the term ahead. Meanwhile, Class 8 led the way with the best punctuality across

the school, showing that our shared focus on routines and readiness continues to make a difference.

Thank you to all pupils, families, and staff for your ongoing commitment.

Trips, Visits and Experiences

Earth Day

Nursery celebrated Earth Day by exploring how we can look after our outdoor environment and why it is so special to us. The children spent time outside, noticing the sights, sounds and smells of nature. We talked about how being outdoors makes us feel, with children sharing that it makes them feel happy, calm and excited. We also discussed simple ways to care for our planet, such as putting rubbish in the bin, looking after plants, and being gentle with living things. The children enjoyed creating Earth Day crafts using a range of materials. They showed great creativity while making pictures inspired by nature and our world.

Reception had lots of fun talking about our Earth and how we must protect it. We learnt a song with Shine about saving our ocean, we went on a walk around the magic garden to look for signs of Spring, we planted beans, we made Earth pictures and blossom pictures. We made a card to celebrate David Attenborough's birthday and discussed his work. We also enjoyed reading the story Dear Earth and then wrote letters to our Earth. We have been very busy!



Beechwood Newsletter



Year 1 have been learning about looking after our oceans. We also found out lots of things about David Attenborough who has made a new documentary about our oceans. We worked collaboratively to make a wonderful model of the ocean.



Year 2 enjoyed hearing all about the work of David Attenborough using the 'Little People, Big Dreams' book and created class artwork to celebrate his 100th birthday. We also considered plastic pollution, linked to our current TSU about 'The Seaside'. We read a story called 'Clean up!' discussing the impact of pollution on sea life. We used a selection of recyclable materials to design and make our own sea creatures and developed our Art skills using watercolours to create shaded, ocean backgrounds.



Year 3 really enjoyed Earth Day because we began to think about the effect of climate change in different areas. We focused a lot on our oceans and the way human behaviour is damaging the coral and sea beds. Many creatures are hurt by plastic pollution ending up in the water and they have no

way of changing this. We thought this was very unfair, so we drew, painted and researched to create artwork connected to this. In our session with Shine, we learned more about the importance of the ocean as we sang her new climate song. We were amazed to learn that David Attenborough, one of our inspirational people, is 100 next week. He says, 'After almost 100 years on this planet, I now understand the most important place on Earth is not on land but at sea.'



Year 4 researched what climate injustice is, how it impacts the earth and everything on it. The children each created a piece of art reflecting their own views on injustice and the causes/outcomes of it.



Year 5 worked together to create a class outcome on the theme of climate justice and injustice. Class 12 used oil and chalk pastels to create a group collage of the challenges created by plastic

Beechwood Newsletter



pollution in the ocean. Their artwork depicts a sea turtle swimming in water polluted by plastic bottles and bags. Class 11 had the theme of climate justice and created a joint piece of Sir David Attenborough to highlight the amazing work he has done as his 100th birthday approaches. We also enjoyed a fantastic session with Shine learning the brilliant new song called 'Our Ocean Rocks'.



On Earth Day, year 6 went on a walk around school to look more closely at our newly painted timeline. They noted on white boards reasons why climate change is now a significant part of our present by looking at our history. They then collated this information into posters linked to our topic. They did an excellent job, well done year 6!

Year 5 Anne Frank Day

Year 5 took part in a workshop with the Anne Frank Trust called 'Voices for Equity'. On Day 1, the children learned to identify and challenge prejudice. On Day 2, they were taught how to share their learning with others. In *Voices for Equality*, year 5 learned about the power of personal stories through Anne Frank's Diary, then created presentations, artworks or films to share their own pro-equality message.

London Mini Marathon

The M2 girls had a fantastic day trip to London on Saturday to take part in the London mini marathon, with thanks to Leeds Well Schools and the Jane Tomlinson Appeal. The 8 girls who joined

us showed their M2 positive mindset, completing the 2.6k route in the full sunshine. It was an absolute pleasure to run in front of Buckingham Palace and cross the finish line on The Mall. We are very proud of their exceptional behaviour and can-do attitude, keep it up girls!



Mental Health and Wellbeing

This week's online safety focus is on image altering filters. Image altering filters are now a routine part of how young people communicate online. While many are harmless, others reshape people's bodies and faces. This can blur the line between reality and edited content potentially influencing how children and young people view themselves and others. This guide outlines the risks that trusted adults need to know about. Please see the link below for advice and support for parents and carers. (For more information see below)

Safeguarding

If you are worried about any safeguarding situation or about your child being harmed, then you should contact Miss Roberts (Designated safeguarding lead), Mrs Giles, Miss Magill or Mrs Ticala (Deputy designated safeguarding leads) to share your concerns.

Young Carers

For more information about Young Carers—including events, updates, and news—please visit the school website.

[Young Carers | Beechwood Primary School](#)

Beechwood Newsletter



Diary Dates

5 th -6 th May	Year 4 Lake District Residential
7 th May	Nursery Closed for Polling Day
11 th May	0-19 Team visit Reception
13 th May	Reception - St James Church
13 th -15 th	Year 5 Herd Farm Residential
18 th -20 th May	London Residential

Arbor

Thank you for activating your Arbor account for all communications.

If you are having any issues logging in, please contact the school office.



Arbor

Coffee and Conversation

COFFEE AND CONVERSATION

FOR PARENTS AND CARERS IN EAST LEEDS LAST SUNDAY OF THE MONTH



A RELAXED FREE SPACE TO PAUSE, TALK AND CONNECT WITH OTHERS NAVIGATING PARENTHOOD

Last Sunday of the month
19:30 - 21:00
Babies & Children welcome

Holiday Inn, Wakefield Rd,
Garforth, Leeds
LS25 1LH

HOSTED BY STACEY X PARENT SUPPORT GROUPS BY PANDAS

WWW.PANDASFOUNDATION.ORG.UK

Wrap Around- Premier Education

We are pleased to let you know that there are still places available in our Wraparound Care provision run by Premier Education. If you are looking for a flexible, high-quality childcare before or after school, please see information below. To secure a place for your child, please use the booking link [here](#).



Before and After School Wraparound Care from Premier Education



INSPIRING ACTIVITY



Based on over 20,000 reviews

Timings*

Breakfast club
7.30am - 8.45am
Includes breakfast.

After School club
3.30pm - 5pm
3.30pm - 6pm
Includes snack and light tea option.

*example timings only

Why choose Premier Education?

- Wide Range of Activities:** From gymnastics to gardening, we offer diverse activities to enrich each child's experience.
- Convenient Online Booking:** Our simple online booking system allows parents to book activities with ease. Receive instant email confirmations for hassle-free tracking and reduced administration.
- Responsive Office Support:** Our dedicated office support team is available from 9am to 5pm daily to address any queries or concerns promptly.
- Siblings Discount and Special Offers:** Enjoy increased siblings discount and exclusive offers for our valued families.

OFSTED REGISTRATION

Our wraparound clubs are registered with Ofsted, ensuring compliance with regulatory standards. This allows us to accept childcare vouchers against our provision.

Learn more about childcare vouchers at: <http://tinyurl.com/premierchildcarevouchers>

SUITABLE FOR ELIGIBLE SERVICE PERSONNEL

Eligible Service personnel (Tri-Service) can register for up to 20 hours per week, per child, term time only (39 weeks per year) of wraparound childcare funding for 4- to 11-year-old children attending before and after school childcare in the UK.

Learn more at: <https://www.gov.uk/guidance/childcare-for-service-children>



What Parents & Educators Need to Know about IMAGE-ALTERING FILTERS

WHAT ARE THE RISKS?

ALTERED BEAUTY STANDARDS

Many 'beauty' filters smooth skin, reshape facial features, or adjust body proportions. Over time, repeated exposure to these filters can shift a child's idea of what is 'normal' or attractive, creating unrealistic expectations about their own and others' appearances.

PRESSURE TO LOOK PERFECT

Filtered images can often attract more 'likes' and positive comments. This can encourage children and young people to rely on editing tools to gain others' approval, rather than feeling confident in their natural appearance.

LOW SELF-ESTEEM

Regularly viewing heavily filtered content can lead to comparisons with unrealistic images. This is linked to body dissatisfaction and reduced self-esteem, particularly among children and teenagers.

HIDDEN ADVERTISING

Some filters are linked to beauty products or trends, subtly promoting third-party brands. Children and young people may not recognise this as advertising, while also sharing personal data – such as facial images and usage habits – with apps and third parties.

BLURRED REALITY

As filters become more advanced and natural-looking, it can be difficult for children and young people to distinguish edited content from real life, especially when filters are used in everyday photos and videos.

SEXUALISED EDITS

Certain tools can make users appear older or more sexualised. This may attract unwanted attention, increase the risk of images being shared without consent, and expose young people to unsafe interactions.

Advice for Parents & Educators

START OPEN CONVERSATIONS

Talk regularly about filters, such as how they work and why people use them. Ask the children and young people in your care how filtered images make them feel and encourage honest discussion without judgement.

REINFORCE WHAT'S REAL

Help children and young people understand that filtered images are digitally altered and are not an accurate reflection of real life. Emphasise that they don't need to meet these artificial standards.

CHALLENGE 'PERFECT' POSTS

When viewing content together, gently point out the signs of editing, filters, or posing techniques. This builds critical thinking and helps children and young people question unrealistic images.

PROMOTE OFFLINE CONFIDENCE

Encourage activities that build self-worth beyond appearance, such as sports, hobbies, friendships, and creative interests, so that confidence isn't tied solely to online validation.

Meet Our Expert

Parven Kaur is a digital parenting expert and founder of Kids N Clicks, a platform dedicated to helping parents navigate the online world alongside their children. She is an expert contributor for Internet Matters, offering practical guidance on emerging online safety issues. Her insights have been featured by the BBC, The Telegraph, TalkTV, and other major media outlets, supporting families across the UK.



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See full reference list on our website



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