



Newsletter



Issue No.26

Headteacher: Mr J Emery

Friday 22 May 2026

HOT CHOCOLATE WITH MR EMERY

Congratulations to everyone who received the **TRJS Weekly Values Award** during the last two weeks:

Year 3	Fraser P, Rose N, Dexter R, Teddy L
Year 4	Oliver W, Ethan K, Isaac C, Charlie B
Year 5	Sidney O'H, Olivia P, Toby M
Year 6	Felix R, Joe R

OPAL – We Need You! (Do you have a spare hour or two?)

Due to a lack of volunteers for the OPAL morning on Saturday 6th June, we will be cancelling this event. The jobs we had hoped to complete were:

- Painting the sheds
- Building structures with pallets
- Planting up the tyres 0
- Filling the sandpit
- Enhancing the current provision of the mud kitchen / cafe

If you were unable to attend the scheduled event but would like to volunteer to complete any of the above tasks at another time, please get in touch with the office to arrange. We would love to hear from you.

Your school needs YOU! (Mrs Vardy)



OPAL STAY AND PLAY



Parents and carers from Y3-5 are warmly invited to visit TRJS on Monday 15th June to join us for an OPAL play session.

- Find out all about OPAL play and why we do it here at TRJS.
- Join in with a session with the children.

Session Timetable

1:15pm Introduction to OPAL play.

1:50pm Play session with the children outside.

2:30-2:45pm Time to ask any questions and depart.

Please dress appropriately for being outside in all weathers and the field! 😊

Are you free on Monday 15 June?

Why not join us for the OPAL Stay and Play session?

Let's go Fly a Kite! (Y4)

This half-term, the Year 4 DT unit focused on designing and creating kites, where pupils showed fantastic resilience, determination and hard work—alongside plenty of fun. Over six weeks, they explored the history of kites, learned about different shapes and key parts, and developed their skills, step-by-step, before finally making, flying, and evaluating their own designs. A huge thank you goes to all the parents and carers who supported this project by providing materials for their children—your help made this creative and enjoyable experience possible. (Year 4 Team)



HotHouse Music

On Wednesday 20th May, Hot House music came into school for an assembly to showcase all of the instruments available to learn at TRJS. During the assembly, the children enjoyed listening to the Match of the Day theme, Wallace and Gromit and Taylor Swift's 'Shake it Off'.



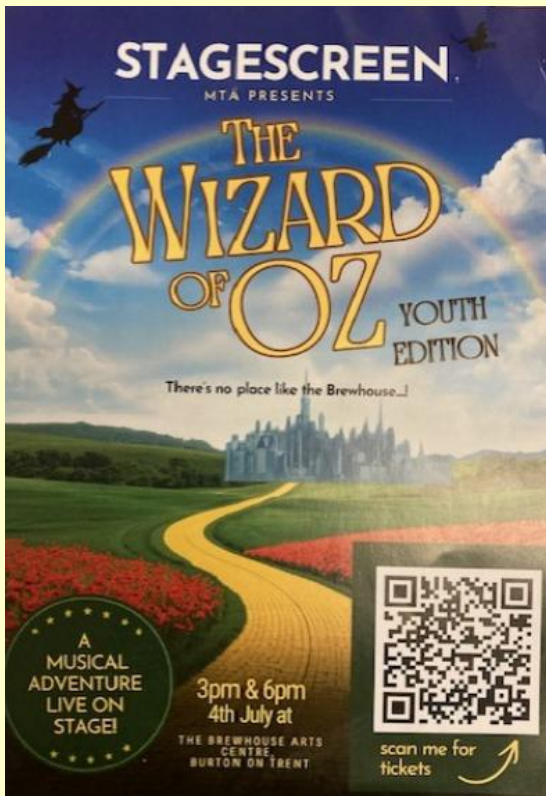
Hot House offers a range of instruments to learn to play including: singing lessons, trumpet, flute, clarinet, drums and guitar. If your child was inspired by the assembly and is interested in starting music lessons with Hot House, please contact the office for more information. (Miss Marston)

Keeping Safe Online

Neurodivergent children are often drawn to technology from an early age. The latest #WakeUpWednesday guide shares practical advice on setting boundaries, supporting safe use and understanding AI interactions. Please see the poster at the end of the newsletter.

Free Half Term Activities

Please find attached some free half term activities from the East Staffs Family Hub, including the Family Hub Event. They have some great activities and entertainment on the day. There will also be a Baby and Children's Market on 13th June as part of the Green Week activities. Half Term provides a great opportunity to have a sort out at home and get involved as a seller or to come along on the day and join in some of the activities. For further information, please see the fliers at the end of the newsletter.



Some of the children at TRJS are performing in The Wizard of Oz at the Brewhouse in July. Why don't you "Follow the Yellow Brick Road" and get your tickets?



This afternoon we were treated to piano performances from Leo W (Grade 1) and Otis E who played Castle on the Hill be Ed Sheeran. Thank you for the music, guys! A lovely way to end the half term.

We hope all our families have a good half term break. Enjoy the sunshine over the Bank Holiday and don't forget to follow our sun safety tips. We look forward to seeing everyone back at school on Monday 1 June.

J Emery

Dates for the Diary: Summer Term 2026

Half Term:	Monday 25 May – Friday 29 May
Y3 Trip to Rosliston	Wednesday 3 June
Class Photographs	Thursday 4 June
Y5 trip to Barton Library	Monday 8 June
SPORTS DAY	Tuesday 9 June
Y4 MTC	Wednesday 10 June
Sky Arts Week	w/b 15 June
Y4 trip to Barton Library	Monday 15 June
JTHS Staff visit Y6	Monday 15 June
OPAL Stay and Play (1.15pm)	Monday 15 June
Y3 trip to Barton Library	Monday 22 June
6V trip to Packington	Tuesday 23 June
NSPCC Workshops (Year 5)	Tuesday 23 June
6M trip to Packington	Wednesday 24 June
Y6 trip to Barton Library	Monday 29 June
Maths Championships FINAL (Oxford)	Monday 29 June
Y6 Transition Day to JTHS	Wednesday 1 July
Y2 transition and Moving Up morning	Wednesday 1 July
Inset Day (School closed for pupils):	Friday 3 July
Ukelele Assembly (5M 1.50pm, 5P 3.00pm)	Wednesday 8 July
Y2 Transition Morning	Thursday 9 July
Y6 Leavers' Party (4.45-6.15pm)	Friday 10 July
Y6 Leavers' Assembly (10am)	Friday 17 July
Term Ends for Pupils:	Friday 17 July
Inset Day (School closed for pupils):	Monday 20 July

Trent & Dove
Transforming Homes, Lives & Communities

Join us for a Picnic at the Beresford Community Garden!

www.trentanddove.org | Trent & Dove Communities

With support from McDonalds, National Forest, People Express Co Op Funeral Care, Burton Addiction Centre and Story Telling for All

Completely Free!
Just bring your own picnic!
Drinks and activities are provided

Willow Weaving

Story Telling

Rock Painting

and much more!

Friday 29th May
12PM-2PM

Beresford Close, Horninglow, Burton upon Trent, DE14 2GA

Coopers Square
Burton upon Trent

The Great INDOOR OUTDOOR ADVENTURE DAY!

Create clay snails, butterflies and dragonflies as we bring the outdoors indoors for a fun-filled family day!

Character MEET & GREET: Children's favourite pink piggy

FRIDAY 29 MAY
11AM-2PM

A fun-filled family day you won't want to miss!

Family Hub Staffordshire

Family Hub Best Start Launch

BEST START IN LIFE | FAMILY HUBS

Family Event for Ages 0-19

A fun day for children, young people and families to explore, play and connect with the community

Games, Crafts & Entertainers

Early Years & Youth Provision

Information & community partners attending

Food & Refreshments Available

East Staffordshire Family Hub

Thursday 28th May 11am-3pm
East Staffordshire Family Hub
Waterloo Road, Burton-on-Trent DE14 2NJ

10 Top Tips for Parents and Educators

HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.