

# Curnow School Newsletter

## February Edition



It has been wonderful to welcome our students back for the start of a new term.

This week, we were delighted to welcome students and staff from Redruth School to join us for rehearsals ahead of our upcoming Redruth Learning Group (RLG) performance. It has been fantastic to see students from both schools working together. We are very much looking forward to showcasing the hard work, dedication, and talent of our students at the upcoming RLG event.

We have now begun rolling out the new Medical Tracker app across Upper School. This system will help us manage medical information more efficiently and ensure we continue to provide the best possible care and communication.

Please keep an eye out for details of our upcoming drop-in coffee mornings, where you will be able to learn more about the app and receive support with setting it up. If you have any questions in the meantime, please don't hesitate to get in touch.

### Dates for diaries

#### RLG DANCE

3rd March

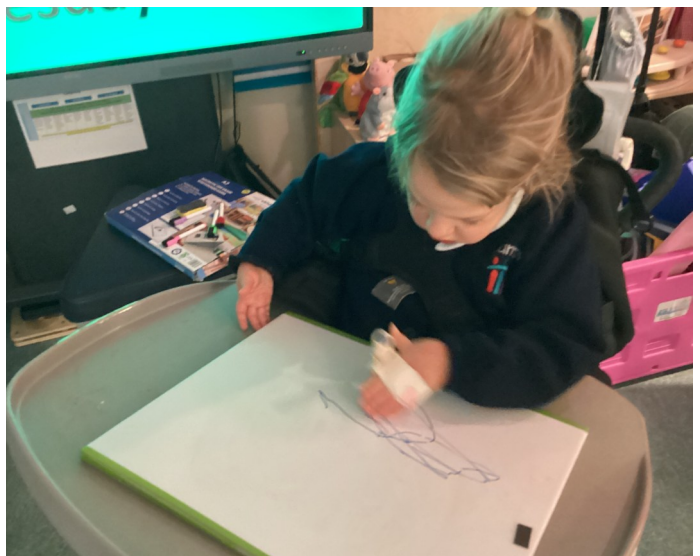
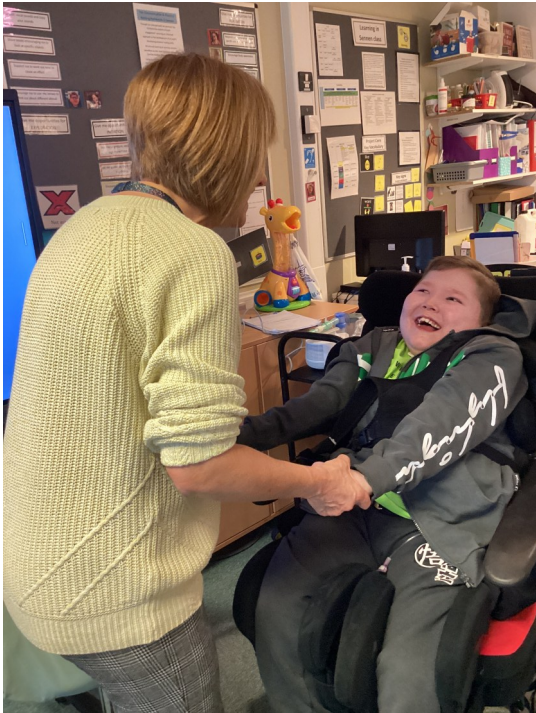
#### EASTER HOLIDAYS

2nd April –20th  
April

Curnow School, Drump Road, Redruth, Cornwall.  
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Telephone: 01209 215432  
Email: [secretary@curnowschool.org.uk](mailto:secretary@curnowschool.org.uk)  
Website: [www.curnowschool.org.uk](http://www.curnowschool.org.uk)



# Lower School



We have been very busy in Sennen Class working on our targets and developing new skills while having lots of fun. We spend a lot of time out of our chairs in standers, walkers or on the floor. We have been working especially hard on our communication and hand skills. Twice a week our friends from Illogan school join us this half term we have been experiencing opposites listening and making loud and quiet sounds, shaking and watching ribbons being shaken high and low amongst other fun activities.

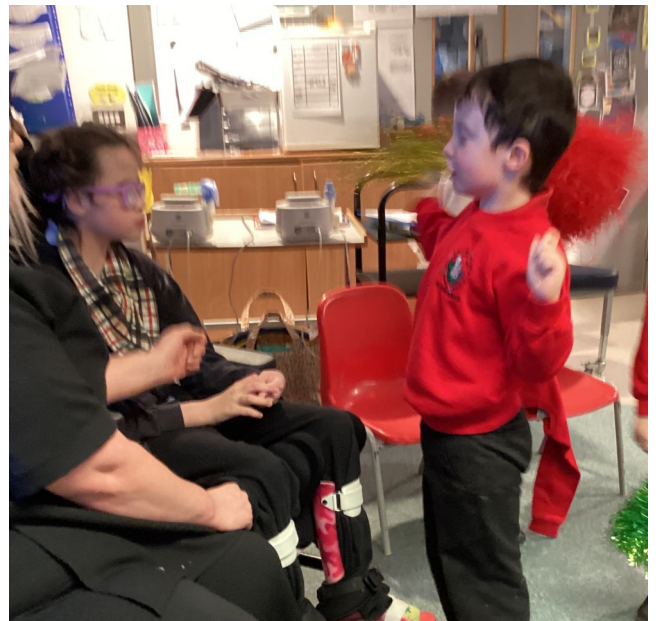
# Lower School



# Lower School



# Lower School



# Upper School



## Fistral Class

This term, we have started a new session called Fun with Food, where we explore different types of food using all of our senses. During these sessions, we practise pouring the food, looking at it closely and describing what we see, talking about how it smells, exploring how it feels through touch and play, and tasting it if we would like to — or feeding it to our puppet friend instead.

These activities are helping us to develop our communication skills, build confidence, and encourage us to try new foods in a fun and supportive way.



# Upper School



## Fistral Class

The children have been working incredibly hard on developing their core skills and are making great progress towards their individual targets. We are very proud of the effort, focus, and determination they show each day.

Through a range of engaging and practical activities, the children continue to build their communication, attention, independence, and social skills.



# Upper School



As part of their learning, the students have also been busy in the kitchen, making some delicious cakes and treats.



# Rock Steady



Upper School enjoyed a brilliant visit from Rock Steady, where students had the chance to learn and play new instruments.



# Lappa Valley



Some of our students from Tehidy, Eden and Sowenna were fortunate to enjoy a trip to Lappa Valley.



# Help and Advice



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## 10 Top Tips for Parents and Educators SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

### 1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

### 2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

### 3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

### 4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

### 5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

### 6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

### 7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

### 8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

### 9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

### 10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

### Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUpWednesday

The National College

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# Community Events



**7 Jan - 2 Apr**

- Adventure Playground**  
Wednesday – Friday  
3:15pm–5.30pm  
Saturday 12–4pm
- Feb Half Term**  
Tues 17<sup>th</sup> – Fri 20<sup>th</sup> Feb
- Youth Club (13+)**  
Friday 5:30pm–7pm

**FREE ENTRY**  
**GWEALAN TOPS**  
School Lane  
Redruth  
TR15 2ER

**AGES 7+**

**Closed on Wed 4 & Thu 5 March for staff training**

CHILDREN MUST BE REGISTERED    01209 697 717  
www.gwealantops.org

**UNDERSTANDING ANXIETY**  
How can we support children and young people experiencing anxiety?

**MONDAY 9<sup>TH</sup> MARCH 2026**  
**10.30AM - 2:30PM**  
**ST AUSTELL PRINTERS/CONFERENCE CENTRE**  
**WITH**

**FIONA KILLICK**  
INTEGRATIVE PSYCHOTHERAPIST  
From  
littlebirdhouse.com

**WORKSHOP HOPES**

- create a safe, co-regulated, supportive space with opportunities to share, listen, discuss and ask questions
- provide an up to date understanding of symptoms, causes and insights of anxiety and related conditions including panic attacks, EBSA, separation, social and general anxiety and phobias
- share strategies parent carers can use, when supporting children and young people experiencing anxiety
- offer terminology, phrases and suggested steps parent carers can utilise, when advocating for children and young people experiencing anxiety
- encourage self-discovery, reflection and processing of life experiences.

**BOOK VIA PARENT CARERS CORNWALL WEBSITE/EVENTS**  
**PARENTCARERSCORNWALL.ORG.UK**

**Family Help Kerrier Drop in with CAMHS**

You are invited to our Family Help drop in on Thursday 5<sup>th</sup> March at 9.30am Redruth Family Hub, Drump Road, TR15 1NA.

The CAMHS Team- The Child and Adolescent Mental Health Service (CAMHS) has a range of teams for children and young people and covers the spectrum of ages 0 to 18 years old

Family Information Service- for signposting to what support is available in the local area

Smarter Smiles Dental Nurse for dental care advice

SENDIASS for support and advice if you have a child with SEN needs

Pentreath- for signposting to services that can support with adult mental health

Family Help Family and Youth Workers available to chat to

All welcome, free of charge, St Pirans Day refreshments provided

For any further information please contact:  
Email: [kerrier.familyhub@cornwall.gov.uk](mailto:kerrier.familyhub@cornwall.gov.uk) or ring Redruth Family Hub on 01209 310000

**FROM THE**  
**ST PIRAN'S FESTIVAL**  
**SATURDAY 7<sup>TH</sup> MARCH**