



Bishopton Bugle



Headteacher: Mr. A. Smith
B.Ed (Hons), NPQH,
PGCertSENCo

w/c: 17/11/25

Tel: (01789) 205058



Welcome to the newsletter of Bishopton Primary School

"Aim high, prepare to achieve"



Thank you key workers



How to keep in touch:

E: admin2603@welearn365.com

W: www.bishoptonprimary.co.uk



@bishoptonprim

	Monday	Tuesday	Wednesday	Thursday	Friday
What's on this week					
Before school	BASH (7.50-8.50am)				
Activities during the school day	Y5 Swimming Rock Steady	Forest School Yr 2P KS2 TTRS dress up day Year 5 A Group C to KES 2pm Fire Service Year 1	Forest School Y 2M Flu vaccine—whole school Wear purple in Memory of Mrs Righton	Forest School YR Busy Bees 2pm Fire Service Year 5	
Lunchtime		Choir			
After school	BASH (3.15-5.30pm) Y4-6 Drama	Y1,2 Dance	Girls football	Year 4—6 Football	Year 1—3 Football

Our values this half term: **RESPECT** and **PRIDE**

WHAT HAS BEEN GOING ON IN YEAR 5C

In English, we've loved discovering the work of the poet, Benjamin Zephaniah. His lively performances and powerful messages really inspired us, and the children enjoyed exploring his rhythm, humour, and unique voice in their own writing.

The class have demonstrated curiosity and amazement so far while exploring our topic of Earth and Space. The class have been completely captivated by the wonders of the solar system, showing brilliant curiosity as we learn about the planets, stars, and beyond. A real highlight has been singing along to the Planets' Song. We can now name all the planets in order with confidence and enthusiasm.

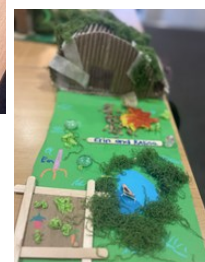
Alongside our space adventures, we've also travelled back in time to World War II to design and build our very own Anderson shelters. The results were fantastic. Everyone worked carefully and creatively to produce some brilliant models. It's been a busy two weeks full of imagination, teamwork, and discovery!

GOLD AWARD:

Well done to these children who have been awarded Gold Awards this week These are celebrated during our Friday morning 'Gold Award' Assembly: Reception Busy Bees: Elliot
Reception Butterflies: Christian; Year 1R: Arina ;
Year 1EW: Nuvi; Year 2M: Ewan; Year 2P: Kyah; Year 3C: Zahra;
Year 3A: Godsgate Year 4N: Hanna Year 4BH: Lottie; Year 5SB: Alex; Year 5C: Piper; Year 6G: Willow; Year 6CJ: Simon.
Keep up the great work everyone!



Anderson shelters
Dig for victory -
vegetable plots!





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Bishopton Awards

Each half term, we award certificates for excellence, enthusiasm and progress in reading, maths and science. I am delighted to announce our recipients for Autumn 1.

	Reading	Maths	Science
Busy Bees Flowers	Lyla Zack	Elara Harmony	
Year 1 EW Year 1R	Arwen Cody	Evie Tommy	Oscar Cody
Year 2M Year 2P	Dhira Melissa	Adaya Reggie D	Miriam Jakob
Year 3A Year 3C	Oakley Caroline	Jackson Arthur	Inaya Ellie
Year 4BH Year 4N	Ali Isaac	Aubrey Josh	Adriana Matty
Year 5C Year 5SB	Jacob Evelyn	Oscar Caitlyn	Gabi Hugo
Year 6CJ Year 6G	Charlotte Maria	Antony Nisini	Anis Tejas



A HUGE well done
to all these
children.



Michael Rosen Day and Poetry

During the first week of the autumn term after the October break, each year group in school has a designated poet whose poems they read, discover and enjoy. Whether it's Benjamin Zephaniah's Talking Turkeys in Year 5 or Edward Lear's The Jumblies in Year 2, the children have really enjoyed the power of poetry. In school we have a 'Pick Up a Poem' table, offering children to pick up a poem that they have heard in assemblies and to take it home to read, learn and treasure. Please encourage your child to share any poems they have read in school- maybe help them to learn and recite a poem off by heart. Poetry can offer so much. It can be fun, thought provoking or personal, touching the heart of those it reaches out to. This week has seen treasured poet, Michael Rosen, have his own 'Michael Rosen Day' (13TH November) to celebrate poetry with the theme of food. Why not follow some of the links below to see what this exciting event involves and spend time enjoying poetry with your child. <https://www.michaelrosen.co.uk/michaelrosenday/>





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Important Dates:

19th November 'Wear purple' in memory of Mrs Righton

8th December Rock steady concert.

29th November Cross country competition

Christmas Concerts

8th December 2.30pm, Year 2 in School.

9th December 9.30am Year 3 at Shottery church

10.30 am Year 4 at Shottery church

2.30pm Year 1 in School

10th December 9.30am Year 5 at Shottery church

10.30 am Year 6 at Shottery church

2pm Drama Club performance

11th December 2pm Drama Club performance

16th December 2.30pm Reception in School

19th December School finishes at 1.30pm

Calling all girls in Years 3 to 6

Girls' Football Training
Session every Monday from
3:30 to 4:15pm.



CROSS COUNTRY

Our next cross
country

competition is

29th November at Stratford School. If you would
like to take part, please contact Mr Paterson.

year2p@welearn365.com



The Pros and cons of AI

AI can now generate realistic looking videos that are almost impossible to distinguish from genuine content. From hoax news to abusive deepfakes, these synthetic clips can mislead, manipulate and even harm. As AI tools become more advanced, and more accessible, young people are increasingly at risk of encountering fake but convincing footage online.

This guide unpacks the dangers of AI-generated videos, from the emotional impact of fake distressing content to the potential for impersonation and bullying. With practical tips to help young users spot deepfakes and navigate online spaces with confidence, this guide is an essential read for parents and educators navigating this rapidly evolving digital landscape.

Dear Parents,

It has been a very poignant week. We started off with Odd Socks day—which is such an important issue that helps shape our school's ethos and values.

At Bishopton, I feel blessed to work with an incredible and dedicated staff, whose pastoral support is excellent. Whether a child needs a friendly smile or time to chat, we are there for them. Every child and adult has the right to feel safe, nurtured and protected and I am immensely proud Bishopton is able to offer this. As we move to the weekend, the key learning I will take home is to be thankful but more importantly to make time to reflect—reflect on the good we all do and plan a time for me to be good to myself—to balance my well being with that of my school family and my home family.

Wishing you all a great weekend.
Mrs Charman



"Share a book with your child
and make their day"





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What Parents & Educators Need to Know about AI-GENERATED VIDEOS

AI-generated videos are increasingly difficult to spot and easy to share. From fake news clips to deepfake abuse, children and young people face new risks every day online. These videos can imitate real people, spread false narratives or even generate harmful content from scratch. Understanding these dangers is crucial for schools and families who want to protect children in a fast-evolving digital world.

WHAT ARE THE RISKS?

DEEPFAKE ABUSE CONTENT

Shockingly, artificial intelligence is now being exploited to create child sexual abuse material (CSAM). These synthetic images and videos are a form of digital abuse, often generated by manipulating real children's photos, including ones shared innocently online. Worryingly, the Internet Watch Foundation (IWF) has identified a sharp rise in this disturbing trend. Whether real or AI-generated, this content causes lasting trauma – and its creation or possession remains a criminal offence under UK law.

EMOTIONAL MANIPULATION

AI-generated videos can be used to provoke strong emotions, including fear, anger or guilt. False footage of crying children, injured animals or burning buildings may be created purely for clicks, donations or political influence. Children may feel upset or powerless, unaware that what they are watching has been digitally invented to manipulate their reaction.

BLURRED REALITY

Regular exposure to fake content can erode a child's trust in real-world evidence. If everything can be faked, they may begin to question genuine videos – including actual abuse or injustice. This is known as the 'liar's dividend', where real harm is dismissed as fake news. It can discourage victims from coming forward or speaking up.

DISINFORMATION

AI-generated videos can spread fake news, making it harder for children to separate fact from fiction. False clips may include deepfake interviews, hoax disasters or fabricated health claims. AI is already being used to produce misleading or persuasive material that appears authentic. If they don't develop media literacy, children may accept false content as truth.

USED FOR BULLYING

Deepfake technology is already being used by peers to create embarrassing or explicit clips of classmates. These videos can be edited to appear as though a child said or did something they never did. Once shared, they are almost impossible to delete completely. AI-generated bullying adds a new layer of harm that is deeply personal and difficult to prove.

IMPERSONATION AND SCAMS

With just a few photos or voice clips, AI tools can imitate someone's appearance or speech. This makes it easier for scammers or bullies to create fake videos of children, teachers or celebrities. These impersonations can be used for fraud, harassment or humiliation – and can spread quickly through social media or group chats, due to the viral potential of video, in particular, on social media.

Advice for Parents & Educators

TEACH HOW IT WORKS

Explain to children that videos can be faked – and show them how. Demonstrating side-by-side examples of real vs AI-generated clips helps to build awareness. Discuss how faces, voices and even movements can be copied by machines. Understanding the technology reduces fear and builds confidence in navigating digital content safely.

TALK ABOUT TRUST

Always keep lines of communication open. If a child sees something upsetting or unbelievable, they should feel safe discussing it without judgement. Create an environment where they know they will not get in trouble for asking questions. This also helps you step in quickly if harmful content has been shared; trust is vital and needs to be nurtured.

ENCOURAGE CRITICAL QUESTIONS

Help children question what they watch. Who made this? Why was it made? Is it trying to persuade me? These habits encourage digital thinking, especially when videos seem too shocking or convenient. Reinforce that not everything shared by friends or influencers is true, even if it looks convincing at first, and that the initial approach should always be one of speculation.

STRENGTHEN PRIVACY SETTINGS

Advise children not to share voice notes, selfies or personal videos on public platforms. AI tools often scrape content from social media to create deepfakes. Use privacy controls to limit who can see their content and turn off facial recognition where possible. Fewer public images means fewer opportunities for misuse.

Meet Our Expert

Brandon O'Keeffe is a headteacher and digital education consultant with over a decade of experience in education. As Director of Digital Strategy across multiple schools and an advisor to The National College, he specialises in digital safety, PREVENT, and pastoral care.

#WakeUpWednesday

The National College

