



St Mary's News




Friday 6th Feb 8.15 - 8.45
at St Mary's

Parents and Carers are
invited to:

**BREAKFAST WITH A
BOOK**

Visit the school library
before enjoying
breakfast and reading
together

BACON SAUSAGE SANDWICH, TOAST, PASTRIES,
HOT AND COLD DRINKS
£2.50 PP

  **Guess what? Our library is opening its doors to everyone and their grown-ups starting next week... and we can't wait!**  **Every Friday after school, the library will turn into a cosy little adventure zone where you can:**

- **Dive into new stories**
- **Discover magical worlds**
- **Pick out a brilliant book to take home**

Bring your curiosity, bring your imagination — and bring your grown-ups too. We'd love to see you there!

Please note the library is now located in the main school building, pop into the office and we can show you the way!

Lunchtime Clubs

Next week we have some of the following clubs starting during lunchtimes... if you would love to learn a new hobby or practise some existing skills please come along!

Monday Lunchtime - Chaplaincy Team (existing members only)

Monday Lunchtime - Well-being

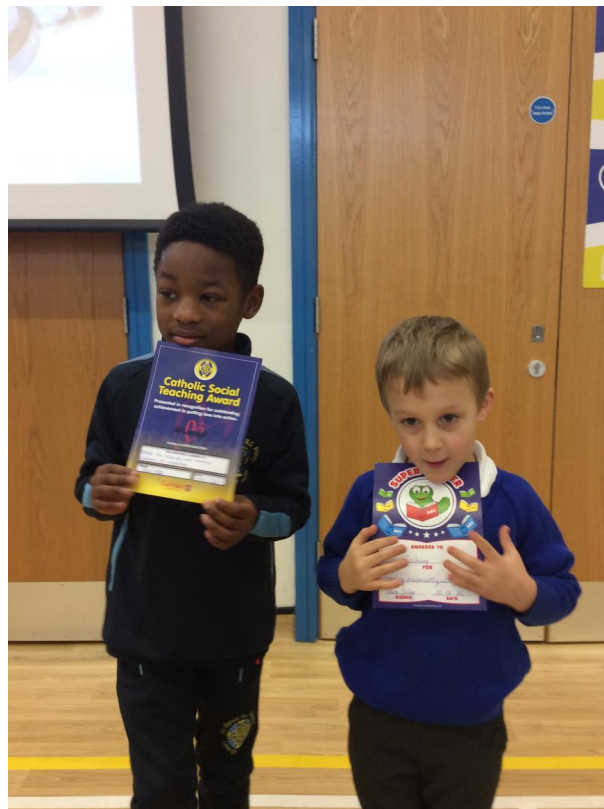
Tuesday Lunchtime - Choir (KS2 Children) - this will be starting after half term

Wednesday Lunchtime - Dance Club (KS2 Children)

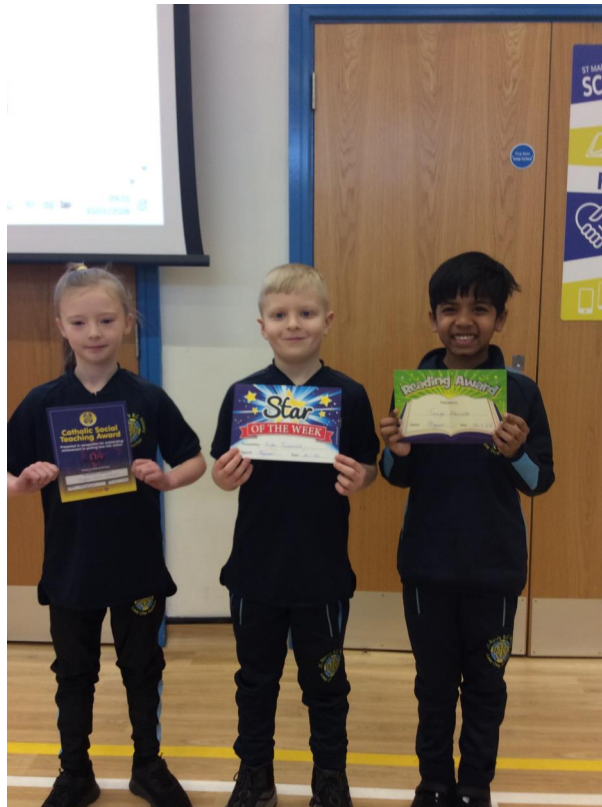
Thursday Lunchtime - Prodigy/Timestable Rockstars Maths Practice (Years 3 &4)

Friday Lunchtime - School Council (existing members only)

Our Stars Of The Week...











House Points!



This weeks house point scores are...

1st Place - St Bernadette with 120 points

2nd Place - St Mary with 91 points

3rd Place - St Joseph with 82 points

4th Place - St Francis with 78 points

Learning Letters Spring 1

Homework We continue to ask that children read their reading books Wednesday, Thursday and bring that book on Friday.
Spellings will be given every Monday this term. Our class spelling test takes place every Friday morning.

Year 1 have practiced number formation and have started to look at adding numbers within 10 (number bonds).

You will see below a few ideas for activities relating to our current topic. Please use one of these ideas or use your own idea as a basis for a home learning challenge this half-term. You can draw pictures, write sentences, or even take photographs of the work that you have carried out at home. Please hand your homework into school on or before **Thursday 12th February** so that we celebrate the children's hard work.


Make a book about the special people in your life.

Create a friend for the little boy. What would it be called?

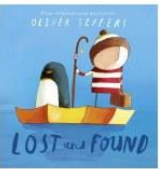
Write a short story based on a penguin. What would it look like? Where would it live?

Make a 3D junk model of a penguin.

Paint or draw a labelled picture of the winter season.



Year 1
Miss Daley
Learning Letter Spring 1 2025



Mathematics

This half term we will revisit place value and then apply this to other mathematical topics. We will also cover adding by counting on up to 20, find and make number bonds to 20, near doubles and missing number problems. Playing games that involve mathematics at home will enhance children's understanding of place value and counting.

Key instant recall facts

- Counting on from any number up to 20
- Counting backwards from any numbers between 0-20
- Number bonds to 10

English

This half term we will read *Lost and Found* by Oliver Jeffers. The children will use different grammar skills throughout this unit to write in role of the character, explore thoughts and feelings and write their very own innovated version of this fictional story.


Children will take part in a minimum of 3 reading practices a week – Monday, Wednesday and Friday. We focus on different aspects of reading throughout these 3 days. This includes...

Reading practice 1: Decoding – identifying phonics, within text

Reading practice 2: Pseudo – reading with expression

Reading practice 3: Comprehension – questioning throughout the story.

The same book is sent home on Wednesdays for children to read along with a reading for pleasure book.



Religious Education

In Religious studies this term, children will look closely at **Anthology – Gethse to Jerusalem**

In this topic the learning outcomes are to know and understand:

- Who Jesus is and how he was guided by the Holy Spirit.
- Who did Jesus meet in his adult life as he begins his mission.

Topic

In **Art**, the children will be looking at the unit 'Colour splash – Painting and Mixed Media'. We will also be looking at the artists 'Clarice Cliff and Jasper Johns'.

In **Science**, Year 1 will look closely at 'Animals and Classification'. The children will be identifying and naming a variety of common animals that are carnivores, omnivores and herbivores.

In **History**, Year 1 will study the unit 'Castles'. By the end of the topic children will have an understanding of the roles and responsibilities of people in a medieval castle. Be able to find and label the parts of a motte and bailey castle. To describe who William the Conqueror was and what he did and retell the Battle of Hastings using the Bayeux Tapestry.

In **ICT**, with Mrs Gorman, Year 1 will carry out Programming unit - Moving a robot. Children will explore using individual commands, both with other learners and as part of a computer program. They will identify what each four robot command does and use that knowledge to start predicting the outcome of programs.

In **Music**, with Mrs Gorman, all the learning in this half term is focused around different genres such as pop, reggae and funk.

Thank you all for your support. Please contact school if you have any questions or concerns about your child's learning, or wish to discuss any other issue.

Home learning challenge
Fancy a home learning challenge? Here are some ideas of what you might like to do. You can send photos of the work on Class Dojo for us all to see.


Build a 3-D model.

Make a board game about the River Nile.


Find a pyramid net online and create your own model of an Egyptian pyramid.

Make a Scarab beetle box.

Create a project about King Tut. Why was he so famous?


St Mary's R.C. Primary School, Bursley

Learn and grow together in Christ.



Year 4 Learning Letter
Mrs Haida Spring 1 2026

Mathematics

This term, we will begin with multiplication and division, where children will focus on their 7x and 11x tables and related division facts. They will also practise written methods for larger calculations. Please encourage your child to use Times Tables Rockstars, which is a fantastic way to build speed and confidence. Next, we will move on to length and perimeter, learning how to measure accurately and calculate the perimeter of different shapes. After that, we will explore fractions, comparing and ordering them, and finding equivalents. Finally, we will finish the term with decimals, starting with tenths and progressing to hundredths, making links to fractions along the way. Please encourage your child to use Times Tables Rockstars, which is a fabulous way for children to improve their knowledge in this area.

English

This half term, the children will enjoy reading *The Firework Maker's Daughter* by Philip Pullman as our main fiction text, exploring themes of issues and dilemmas. We will use this novel as inspiration for writing, developing grammar skills and focusing on accurate punctuation of speech and the use of commas in complex sentences. Building on this, the children will move into a unit on persuasion, where they will learn the key features of persuasive writing before creating their own advert or notice. Later in the term, we will read *The Last Bear* by Hannah Gold, which will provide further opportunities for discussion and comprehension, as well as inspiring responses.

Reading

Children will participate in daily 20-minute whole-class reading sessions a week. During these sessions the teacher and teaching assistant will work with all of the children on a text carefully selected to offer an appropriate level of challenge. Children will be taught different reading strategies that revolve around the following key areas of reading: vocabulary, inference, prediction, explaining, retrieval and summarising. Please support your child with their home reading.

Religious Education

In Religious studies this term, children will look closely at:

- Local Church
- Eucharist
- Lent/Easter
- Pentecost

Topic

In Science, our topic is States of Matter. This term, your child will:

- Compare and group materials as solids, liquids, or gases.
- Observe how materials change state when heated or cooled, and measure or research the temperature at which these changes occur.
- Learn about evaporation and condensation and how these processes are part of the water cycle.
- Investigate how the rate of evaporation changes under different conditions.
- Carry out practical activities to explore these concepts and apply their understanding to real-life examples.

History/Geography

This half term we will complete our topic of Ancient Egypt. Throughout the topic, your child will develop their understanding of chronology and learn how our knowledge of the past is constructed from a range of sources. When we have completed this learning, we will move on to a Geography unit around North America.

Art

The children will be painting and using mixed media.

Computing

Programming and data logging.

Spanish

Presenting myself.

Other important information

- PE takes place on Monday and Tuesday afternoons.
- Forest school will take place on Friday afternoons.
- Ukulele lessons are on a Thursday afternoon.

Thank you all for your support. Please communicate with school should you have any questions or concerns about your child's learning or any other issue.


In addition to reading, times tables and spelling work, it would be lovely if you could try some more creative activities at home.

You will see below a few ideas for possible activities to complete at home relating to our current work. You can draw pictures, write sentences, create a PowerPoint or even take photographs. Please complete any challenges on or before Friday 13th February so we can see your hard work. Have fun!

Thinking about our science lessons, create a 3D solar system.

Using your knowledge of portraits, create a piece of artwork of an alien.

SOLAR SYSTEM



Year 5 Miss Howorth
Learning Letter Spring 1 2026

Mathematics

This half term, we will consolidate our previous work on multiplication and division, and we will then move on to fractions and percentages. It is very important that children know all the multiplication facts and associated division facts, and that they are able to utilise their knowledge in a range of contexts. Support will be given at school but help at home via the Times Tables Rockstars would be very much appreciated. I can send your child home with their login details on request.

English

This half term we will study the wonderful genre of science fiction. The children will use different grammar skills throughout this unit and, for a final piece, write their own story based using features found in the genre. Children will continue to practice Year 4 statutory spellings within this unit and your support in assisting your child to learn these spellings is very much appreciated.

Reading

Children will participate in five 30-minute whole class guided reading sessions a week, learning different reading strategies such as inference, skimming and scanning to aid and improve their reading comprehension.

Suggested reading for Year 5:

Explore other works linked to our class novel and in the science fiction genre. The following are especially recommended:


The Kid Who Came From Space – Ross Welford
George's Secret Key to the Universe – Stephen and Lucy Hawking
Cosmic – Frank Cottrell Boyce

Religious Education

In Religious studies this term, children will look closely at:

- Continuing Jesus' mission in diocese
- Lent, giving and sacrifice

Science



This half term, we will be looking Earth and space. We will be looking at the solar system and how Earth's movement and rotation affects us.

Art

In art, we will be studying how to create portraits using paint and mixed-media. The children will study his famous portraits, explore use of composition and colour and as a final piece, produce their own artwork of a portrait.

Other important information:

- PE in Year 5 is on Thursday and swimming is on Monday.
- Please can you make sure your child's belongings, including their uniform, are clearly marked with their name.
- Forest School is on Tuesday afternoons. Please ensure your child has appropriate footwear and coats for the weather.
- Try and read with your child as often as possible.

Thank you all for your support. Please communicate with school should you have any questions or concerns about your child's learning or any other issue.

Miss Howorth

In addition to reading, SATs Companion and spelling work, it would be lovely if you could try some more creative activities at home.


You will see below a few ideas for possible activities to complete at home relating to our current work. You can draw pictures, write sentences, create a PowerPoint or even take photographs. Please complete any challenges on or before Friday 13th February so we can see your hard work. Have fun!

Thinking about our class novel, create a 3D scene from The Wizard of Oz.


Design a poster for a film version of The Wizard of Oz.

Create a 3D volcano!

Research Picasso creates a piece of artwork based on The Eucharist.



St. Mary's R.C. Primary School
Learn and Grow Together in Christ



Year 6
Mrs Blezard & Mrs Stalton
Learning Letter Spring 1 2026

Mathematics

This half term, we will move on to ratio, algebra and decimals. It is very important that children know all the multiplication facts and associated division facts, and that they are able to utilise their knowledge in a range of contexts. Support will be given at school but help at home via the Times Tables Rockstars would be very much appreciated, as well as using SATs companion to support additional areas of work.

English

This half term we will study the wonderful novel "The Wonderful Wizard of Oz" by L. Frank Baum. The children will use different grammar skills throughout this unit and, for a final piece, write their own story based on the storyline of this novel. Children will continue to practise Year 6 statutory spellings within this unit and your support in assisting your child to learn these spellings is very much appreciated.

Reading

Children will participate in five 20-minute whole class guided reading sessions a week, learning different reading strategies such as inference, skimming and scanning to aid and improve their reading comprehension.

Suggested reading for Year 6:

We encourage you to explore other texts, the following are especially recommended:

- Running Wild – Michael Morpurgo.
- Stormbreaker – Anthony Browne.
- Michelle Magorian – Goodnight Mr. Tom.
- Alan Gratz – Refugee.
- Eoin Colfer – Artemis Fowl.

Religious Education

In Religious studies this term, children will look closely at:

- Local church- to understand the Bible as the story of God's love, told by the People of God.
- The Eucharist.

Science

This half term, we will be looking at Evolution and Inheritance, we will be able to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Art

In art, we will be studying the work of influential artists including: David Hockney, Paula Rego and Fiona Rann. The children will study their famous artworks, explore the use of composition and colour and as a final piece, produce their own artwork based on his distinctive style.

Other important information:

- PE in Year 6 is on Wednesday and Friday.
- Please ensure your child wears their PE kit in school on PE days.
- Please can you make sure your child's belongings, including their uniform, are clearly marked with their name.
- Try and read with your child as often as possible.

Thank you all for your support. Please communicate with school should you have any questions or concerns about your child's learning or any other issue.

Mrs Blezard & Mrs Stalton

Letters / messages sent home recently

- Reception - NHS Vision Screening in school
- Year 4 - School trip to Manchester Museum
- Year 1 - Lancaster Castle Trip
- Forest School Letter
- Breakfast with a book
- Parents Evening bookings

(If you are in need of a copy of one of these letters then please come to see us at the school office)

Information for Parents



**Every Tuesday at 10.30am
from 6th January 2026
Down Town
Charter Walk Shopping Centre
Burnley, BB11 1QJ**

**To register your interest, please scan the
QR code below or email
LRITesolandcareers@lancashire.gov.uk**

Lancashire
County
Council



1 - Starting 6th January 2026, Down Town will be offering free informal ESOL (English for Speakers of Other Languages) classes!

Two levels available:

- *Beginners: 10:30 AM*
- *Intermediate: 11:30 AM*

Register here: <https://forms.office.com/e/na6hWPb2st>

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, digital and internet usage. Family Wellbeing at National College Jersey, these guides now address wider topics and themes. For further guides, facts and tips, please visit thenationalcollege.com.

What Parents & Educators Need to Know about DIGITAL DEVICES & WELLBEING

Children aged 7 to 14 now spend roughly 2 to 3 hours a day on phones, tablets, consoles, and computers. That much screen time has parents and educators worried – not just about the hours logged, but about online safety and the knock-on effects on mental health. This guide brings together practical, expert-backed strategies so adults can nurture healthier digital habits and help young people thrive both on and offline.

WHAT ARE THE RISKS?

- SLEEP DISRUPTION**
Too much screen time, especially before bed, can interfere with melatonin production, which helps regulate sleep. Excessive screen use before bedtime can lead to poor sleep hygiene, leading to sleep deprivation.
- ONLINE PEER PRESSURE**
Social media pressures young people to compare their lives, comments, and behavior to others. This can lead to feelings of inadequacy and a desire to gain approval.
- CYBERBULLYING EXPOSURE**
Children may experience bullying through messaging, apps, social media, or video. This can lead to anxiety, depression, and a loss of confidence in their abilities.
- REDUCED PHYSICAL ACTIVITY**
Time spent on screens often replaces outdoor play and physical activity, which are crucial for mental health, physical fitness, and overall well-being.
- EMOTIONAL DYSREGULATION**
Over-screening can lead to emotional volatility. Children may become irritable, impatient, or disengaged with others when not engaged with screens.
- PRIVACY AND SAFETY RISKS**
Children may unknowingly share personal information, location, or contact details. Without guidance, they may not understand the long-term consequences of digital footprints or online safety protocols.

Advice for Parents & Educators

- SET CLEAR BOUNDARIES**
Establish screen-free zones and times, such as bedrooms and mealtimes. Use parental controls and screen time management tools to encourage accountability. Try to model healthy screen use yourself.
- ENCOURAGE OPEN DIALOGUE**
Create a safe space for children to talk about their online experiences. Ask open-ended questions like, "What did you enjoy today?" to build trust and connection. Try setting aside 15 minutes each day for a digital check-in where children share what they've seen or done online.
- MODEL HEALTHY HABITS**
Children mirror adult behavior. Demonstrate balanced device use, including regular breaks and unplugging before bedtime. Make a habit of putting your phone away during meals and conversations to show that real-life interactions come first.
- PROMOTE DIGITAL LITERACY**
Teach children how to evaluate online content, accept no responsibility, and understand privacy settings. Encourage them to think critically and responsibly in digital spaces. You could use real-life examples from the news or social media to illustrate positive and negative digital behavior.

Meet Our Expert
Adam Elliott is Executive Vice President for Personal Development at Personal Development and works on development one day a week for #WakeUpWednesday, which works with schools on improving their mental health provision.

#WakeUpWednesday The National College

@wake_up_weds | www.thenationalcollege | @wake.up.wednesday | #wake.up.weds

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What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential for cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

WHAT ARE THE RISKS?

- POPULAR ONLINE SOURCES**
Platforms like TikTok and Instagram are key sources of mental health information. However, these platforms often lack professional oversight, leading to unreliable advice and potential harm.
- RISK OF SELF-DIAGNOSIS**
Social media influencers often share personal experiences with mental health issues, which can lead to young people self-diagnosing. This can be dangerous as it may lead to unnecessary medication or a lack of professional support.
- LACK OF FILTERS**
Social media algorithms often show content that is sensational or controversial, leading to increased anxiety and self-doubt. This can be particularly harmful for young people who are already vulnerable.
- IMPACTFUL PAST TRENDS**
Recent trends like 'brain rot' or 'brain fog' have become popular terms, but they are not medical conditions. This can lead to unnecessary worry and a sense of being 'behind' or 'different'.
- MISLEADING CLINICAL TERMS**
Online trends often misuse clinical terms, such as 'trauma' or 'DOP' (Dissociative Personality), leading to confusion and self-diagnosis. This can be particularly harmful as it may lead to unnecessary medication or a lack of professional support.
- REPLACING PROFESSIONAL HELP**
Frequent reliance on digital content can deter young people from seeking professional support. This can be particularly harmful as it may lead to unnecessary worry and a sense of being 'behind' or 'different'.

Advice for Parents & Educators

- MONITOR ONLINE ENGAGEMENT**
Regularly review and discuss a young person's online activity. Encourage them to be critical of online content and to seek professional help if needed. Encourage them to be critical of online content and to seek professional help if needed.
- SCHOOL-HOME COLLABORATION**
Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasizing mental health awareness. Encourage them to be critical of online content and to seek professional help if needed.
- IDENTIFY RELIABLE SOURCES**
Teach young people to critically evaluate mental health content by checking credentials, cross-referencing information, and seeking professional advice. Encourage them to be critical of online content and to seek professional help if needed.
- ENCOURAGE OPEN DIALOGUE**
Foster a non-judgmental environment where young people feel comfortable discussing online content. Regularly bring up digital literacy and mental health topics in a safe and supportive way. Encourage them to be critical of online content and to seek professional help if needed.

Meet Our Expert
Anna Berman is Director of Primary Education Ltd, Director for Wellbeing and Family Support at St. Paul's, and Lead Practitioner for Mental Health at The National College. Anna specializes in strategic mental health solutions for schools, supporting progress and resilience to improve wellbeing, emotional literacy, and overall wellbeing for children across the UK.

#WakeUpWednesday The National College

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We also need your help with donations for our Mud Kitchen and forest school!!

Donations of pots, pans and utensils for our mud kitchen would be very much appreciated, along with any old wellies and waterproofs that you no longer have a use for that our children can wear whilst joining in with our new forest school.


Many thanks



East Lancashire Young People's Mental Health

**Concerned about your Mental Health?
Are you under 18 or concerned about
someone under 18?**

Advice sessions are available on-line via
'Attend Anywhere'
Delivered by CYPMH East
tinyurl.com/ELCAS-LSCFT



Enter the word "CYPMH East" as the first name and "drop in" as the
second name followed by your date of birth.
You will then enter our virtual waiting area where we will collect you.

| | |
|---|-----------|
| Wednesday 7 th January 2026 | 1pm – 3pm |
| Wednesday 14 th January 2026 | 3pm – 5pm |
| Wednesday 21 st January 2026 | 5pm – 7pm |
| Wednesday 28 th January 2026 | 1pm – 3pm |

Our new school uniform is now available to purchase from Moonline. Prices are listed below.

We realise that the process converting to the new uniform has not been smooth sailing therefore we understand if you do not wish to purchase the new uniform until the new academic year (September 2026). Please note that when we return in September 2026 the new uniform will be compulsory for all pupils.

If you are in need of any of our 'old style' uniform, please get in contact with us and we can help with some of the stock we have in school.

We hope this provides families with ample time to make purchases and prepare for the transition.

Navy/Sky - ¼ Zip Top -3-4 Yrs - 11-12 Yrs - £13.99 12-13 Above - £14.99

Navy/Sky - Polo - 3-4 Yrs - 11-12 Yrs - £11.50 12-13 Above - £12.99

Navy/Sky - Shorts - 3-4 Yrs - 11-12 Yrs - £8.99 12-13 Above - £9.99

Navy/Sky - Leggings - £11.50 All sizes to 13 Years

Navy/Sky - Track Bottoms - £12.99 All sizes to 13 Years

Parents,

If there are any changes in terms of allergies, medication, contact numbers, photo consent or anything we need to know about please ensure that you are keeping us regularly up to date. If you also would like to come in and check with us that what we have on our system is correct please call into the office, it is so important that we have all the correct and relevant information to keep your children safe.

Kind Regards

The office team



St. Mary's R.C. Primary School
A Voluntary Academy
Holcombe Drive, Burnley, Lancashire BB10 4BH
Tel: (01282) 427546
e-mail: messageus@st-marys-burnley.lancs.sch.uk
web-site: www.st-marys-burnley.lancs.sch.uk
Head teacher† Mr Ian Jones



Dear Parents/Carers

Due to a child in our school with a severe nut allergy we are now a nut free school.

Please ensure that any snack or packed lunch your child brings to school does not contain any nuts.

Thank you for your continued support.

Kind Regards

School Office

Online Safety

Please find below some information on how to help keep children safe on social media and some guidance on how to set parental restrictions on devices and accounts.

Social Media



Facebook (13+)

Included in Facebook's settings are the ability to set who can see your posts, who can contact you and the ability to review all posts before appearing on your timeline.

Unfriends: go to their profile, click on the three dots, click on Following and tap Unfollow.

Blocking: go to their profile, click on the three dots and select Block.

Facebook Privacy Check up: this tool helps you review your settings: <https://www.facebook.com/help/1297502253597210>

You can also set up Family Centre (supervision) on Messenger: <https://m-gb.facebook.com/help/messenger-app/182987384506653>



Instagram (13+)

When you set up your account, it is automatically set as public (except if you are under 18 and it is set to private as default, although you can change it to public).

Remove a follower: Go to their profile and tap 'Following' and select Unfollow.

Blocking/Reporting: To do this, tap their username, tap on the 3 dots in the top right and select Block or Report.

Turn off commenting on a post: Tap the 3 dots above your post and select Turn Off Commenting.

Find out more here: <https://help.instagram.com/19683487377801>

You can also set up Family Centre (supervision) to give you access to tools such as see who your child follows and screen time: <https://help.instagram.com/4548867563184597>
[helpref-faq_content](https://help.instagram.com/4548867563184597)



WhatsApp (13+)

By default, WhatsApp sets your privacy settings to allow any WhatsApp user to see your read receipts, last seen, about and profile photo. To change any of these settings, go to Settings and then select Privacy.

Blocking/Reporting: You can block and report a user by clicking on their name and selecting Block or Report. You can report any issues direct to WhatsApp within the app by going to Settings, Help, Help Center and Contact Us.

Find out more here: https://faq.whatsapp.com/1313491802751163?locale=en_US



TikTok (13+)

You can choose to have a public or private account. If you set your account to private, then only those you accept as friends can see your videos. To do this, go to your profile, tap the 3 line icon, tap Settings and Privacy, go to Privacy and turn on Private account (by default accounts for people under 16 are set to private).

Report inappropriate content: you can report an account, video, comment and message. Follow the instructions here: <https://support.tiktok.com/en/safety/bc/report-a-problem>

Family Pairing

You can use Family Pairing to link your own TikTok account to your child's account. This will give you access to additional controls such as:

- **Screen Time Management:** Control how long your child can spend on TikTok.
- **Direct Messages:** Limit who can send messages to them or turn off direct messaging completely. *Direct messaging is automatically disabled for registered accounts between the ages of 13 and 15.*
- **Restricted Mode:** Restrict the appearance of inappropriate content.
- **Search** - Option to disable.

Find out more here: <https://www.tiktok.com/safety/en/guardians-guide/>



X (13+)

When you set up your X account, you can choose whether you would like to keep your tweets public or protected (private). To check, go to Settings and Privacy, select Privacy and Safety and then Audience and tagging and ensure Protect your posts is selected.

Unfollow somebody: Go to their profile, click on 'Following' to then select 'unfollow'.

Blocking/Report: Go to their profile, click the three dots and select block or report.

Location: To keep your location private (so followers can't see the location you are tweeting from), under Settings and Privacy, select Privacy and Safety, select Location Information and ensure Precise location is disabled.

Find out more here: <https://help.x.com/en/safety-and-security/x-privacy-settings>



Snapchat (13+)

When you set up your account, it is automatically set so only friends you've added can contact you or view your story.

Unfriend: Go to the chat screen, tap and hold on a friend's name, tap 'Manage Friendship' and then tap 'Remove Friend'.

Block a friend: Go to the chat screen, tap and hold on a friend's name, tap 'Manage Friendship' and then tap 'Block'.

Location settings: This feature allows your friends to see where you are (including when you are at home) when you have the app open. **It is so important that you check your child's settings for this feature.** Your location won't be shared on the map until you open it for the first time, at which point you can choose (please note that snaps you submit to Snap Map can still show up on the Map, no matter what location setting you choose):

- **Ghost Mode (Only Me):** your location won't be visible to anyone else.
- **My Friends:** your location will be shared with all of your friends.
- **Select Friends, Except ...:** your location will be shared with your friends, except the friends on this list.
- **Only These Friends ...:** choose specific friends to share your location with.

Who Can Contact Me: in your privacy settings you can choose who can contact you directly with Snaps, Chats, calls, etc. Remember, if you're in a group, then anyone can communicate with you in that Group Chat regardless of your settings. Find out more here: <https://help.snapchat.com/hc/en-gb/articles/7012343074560-How-to-change-my-privacy-settings-on-Snapchat>

Family Centre: this can be set up to provide parental control settings such as limit your child's ability to view certain content in the Stories and Spotlight tabs. Find out more here: <https://help.snapchat.com/hc/en-gb/articles/7121384944788-What-is-Family-Centre>

Mobile devices

You can set up free parental controls and restrictions on most mobile devices, which can limit what your child can access.

iOS



Using Content & Privacy Restrictions in Screen Time, you can block or limit specific apps and features on your child's device. Find out more here: <https://support.apple.com/en-gb/105121>

Apple has also created this support page for families: <https://www.apple.com/uk/families/>

Android



When you turn on parental controls, you can restrict what content can be downloaded or purchased from Google Play based on maturity level.

Find out more here: <https://support.google.com/googleplay/answer/10757387?hl=en-GB>

You can also set up Family Link, which lets you set digital ground rules as well as see where they are, receive notifications when they arrive or leave a certain location and set screen time limits. You will need to download Family Link onto your own device first and then link your child's account to it.

Find out more here: <https://families.google/familylink/>

Dates for your diary

Upcoming events:

February:

- **Monday 9th** - Reception Heights & Weights in school
- **Wednesday 11th** - Parents Evening
- **Thursday 12th** - Year 4 trip to Manchester Museum
- **Friday 13th** - School closes for half term (normal time)
- **Wednesday 18th** - Ash Wednesday

- **Tuesday 24th** - School re-opens
- **Thursday 26th** - Stage 3 Sacramental Programme meeting

March:

- **Tuesday 3rd** - World Wildlife day
- **Monday 9th** - Science week
- **Thursday 12th** - Stage 4 sacramental programme meeting @ St Mary's school
6:30pm
- **Tuesday 17th** - St Patrick's day
- **Monday 30th** - Holy Week