



St Mary's News



Lent is just around the corner, and we are looking forward to sharing this special season with our children and families at St Mary's.

As part of our Lenten journey, the children will be joining the Parish at St Mary's Church to share in daily Mass at 9:30am on the following dates:

- Reception and Year 6 – 26/2/26
- Year 1 and Year 5 – 10/3/26
- Year 2 and Year 4 – 12/3/26
- Year 3 – 17/3/26

Parents and carers are very welcome to join us at these Masses. As we are on half term for Ash Wednesday, we will instead be sharing a whole-school Mass together at school on Friday 6th March at 9:15am. Again, all parents and carers are warmly invited to attend.

Please note that there will be no Celebration Assembly on this day.




To conclude our Lenten journey, we would like to invite you to our Stations of the Cross Prayer Stations, which will be planned and delivered by our Chaplaincy Team. This will take place during Holy Week, on Tuesday 31st March at 9:30am, at school.

We look forward to this special time of Lent and to sharing it with you all!

Also, During Lent each Friday we will be wearing purple in exchange for a donation for our local foodbanks in the community.

These dates are as follows:

- Friday 27th February
- Friday 6th March
- Friday 13th March
- Friday 20th March
- Friday 27th March

  **Guess what? Our library has opened its doors to everyone and their grown-ups... 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)

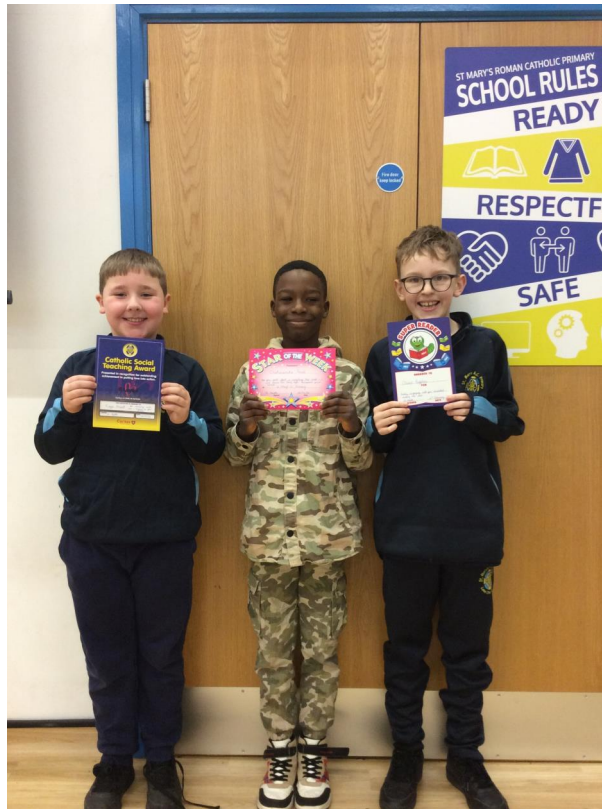
Thursday Lunchtime - Prodigy/Timestable Rockstars Maths Practice (Years 3 &4)

Friday Lunchtime - School Council (existing members only)

Our Stars Of The Week...









House Points!



This weeks house point scores are...

1st Place - St Bernadette & St Francis with 142 points

2nd Place - St Joseph with 141 points

3rd Place - St Mary with 107 points

Y3's KRFS (key instant recall facts) for this half term are the eight times table. Children should be able to instantly recall multiplication and division facts up to 8x20. These will be practised in class on a daily basis, but additional learning at home makes all the difference. Pupils can access the **TimesTablesRockstars** application at home; login details are in home reading records. More information on the KRFS can be found on the class page of the school website.

Home learning challenge.....

Have a go at home! These home learning challenges are a great way to secure your learning whilst having fun at the same time! You will see below a few ideas for possible activities to complete at home relating to our current topics. You can draw pictures, write sentences or even take photographs. Please hand your homework in on or before **Friday 6th February** so that we celebrate the children's hard work in class and award prizes and dojos! Have fun!

Research an Anglo-Saxon settlement. Show what you have learnt through a drawing, use Microsoft to build it or create with using Lego.

Create a shadow puppet show. Take some pictures or film it and email to Mrs Tyson.

Practise your drawing and shading skills by drawing plants and flowers you have seen near home.

Create a Top Trumps card of an Anglo-Saxon pagan god.

LEARN AND GROW TOGETHER IN CHRIST

SCIENCE & HISTORY
LIGHT & ANGLO-SAXONS

Year 3 Learning Letter
Mrs Tyson Spring 1 2026

Mathematics

This half term Year 3 will revisit mental calculations and apply these in different contexts. Children will also consolidate their knowledge of formal addition and subtraction. We will continue our work on multiplication and begin to explore division. All children will have a target to the recall of multiplication and division facts, support will be given at school but help at home via the Times Tables Rockstars would be very much appreciated. All children will continue to complete arithmetic exercises weekly, please ask your child about their progress in their multiplication tables.

English

Our English text for this half term is Ted Hughes' 1958 children's classic, *The Iron Man*. Hughes' surreal fantasy tale captures the imagination and provokes us with many opportunities to develop our descriptive skills, speech writing and comprehension. We will practise our inference skills to explore more abstract questions, such as 'What makes a good friend?' and 'What makes us human?'

Reading

Children will participate in four twenty-minute guided reading sessions per week. Each week the whole class will focus on a text. After reading the text, we will focus on questions based on the VIPERS (vocabulary, inference, prediction, explain, review, summarise) reading targets. Children who read, succeed! Please try to listen to your child read at home as much as possible. Just five minutes a day can make a huge difference. If you feel the level of your child's home reading book isn't suitable, please speak to Mrs Tyson or Mrs Francis.

Religious Education

In Religious Studies this half term, children will look closely at:

- Journeys: Family and community
- The local church and Eucharist

History

Our History focus this half term is the Anglo-Saxons. The children will build on their chronology skills, learn about events, people and changes in Britain during this period, develop their enquiry and communication skills and use and interpret different sources and what they tell us. The children will learn about:

- Anglo-Saxon timelines of events
- Geography of Great Britain during the Anglo-Saxon era
- The Anglo-Saxon kings Alfred the Great and Athelstan
- Anglo-Saxon culture
- Paganism and the introduction of Christianity.

Science

In science this half term our topic is Light. By the end of the unit children will be able to:

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows can change.
- Develop their scientific skills through investigations into light.

Art and Design

In Art and Design this half term, the children will be developing shading skills and drawing techniques to create botanical inspired digital drawings. This unit will be done through forest school where they can closely observe plants and wildlife to draw.

Other important information

PE in Year 3 will be on a Monday and Thursday afternoon, if children are not in the new sports uniform, please ensure they wear PE kit suitable for indoor and outdoor PE sessions. We will be covering gymnastics and cricket this half term.

Spellings will be sent home every Monday. The homework sheet should be completed throughout the week ready for a test the following Friday. The children have learnt different strategies to practice their spellings and can do this on some paper at their homework if they prefer.

Thank you all for your support. Please communicate with Mrs Tyson should you have any questions or concerns about your child's learning or 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?

Learn and grow together in Christ.

Year 4 Learning Letter
Mrs Halda 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 leaflet. 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 states 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 afternoon.
- 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.

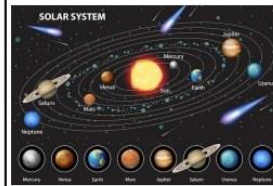
You will see below a few ideas for possible activities to complete at home relating to our current work. You can draw pictures, write sentences, create a PowerPoint or even take photographs. Please complete any challenges on or before Friday 13th February so we can see your hard work. Have fun!



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



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



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 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 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 uniforms, 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, create a piece of art 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 Horowitz.
Michelle Magorian – Goodnight Mr. Tom.
Alan Gratz – Refugee.
Eon 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 Rae. 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 uniforms, 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

(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

AI is becoming a familiar part of young people's online experiences, with a growing number of school tools and entertainment platforms now using it, this [#WakeUpWednesday](#) guide breaks down what AI really is, helping adults explain it clearly and realistically so children don't overestimate its abilities or trust it unquestioningly.

With Safer Internet Day coming up on 10th February, it's the perfect moment to start meaningful conversations about how AI systems work, where they appear online, and why understanding them matters for safe, confident digital use.

Download your FREE copy here >> <https://vist.ly/4qaac>

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.

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 discretion.

- 1 DEMYSTIFY WHAT AI REALLY IS**
Children encounter AI in most online spaces, including games, streaming platforms, and social media. Encourage them to take pauses and think about the choices they make. Don't think of it as a human. Use age-appropriate language. Encourage them to ask you: 'YouTuber or health worker, to build understanding and guard against misinformation or off-putting advice.'
- 2 TALK ABOUT RISKS OF MISINFORMATION**
AI can create convincing fake information, including deepfake videos, photos, and fake text. Encourage children to think critically about what they see and read. Teach them to check the information using reliable sources, to ask if it rings true and if it's confusing, and to ask an adult if they're unsure about their own rights.
- 3 DISCUSS DATA AND PRIVACY**
Explain that AI systems learn by analyzing data from various sources, including parents. Information, help young people to be mindful of what they share online and why, including personal data matters. Model good habits like reading app permissions regularly or reviewing what's collected by voice assistants like Alexa or Siri.
- 4 ENCOURAGE CREATIVE USE OF AI**
Support children, when using AI, to be creative, 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 children, or create a family digital safety policy. Be aware of the age and privacy policies. Help children use them in safe, appropriate ways. Encourage them to ask you for help with conversations but should only be used with guidance and supervision in person.
- 6 USE AI TOGETHER**
Explaining AI tools together can help adults understand how they work and spot potential issues. Try comparing 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 have conversations and model safe, realistic, and thoughtful use.
- 7 SET BOUNDARIES FOR AI USE**
Establish when, where, and how AI tools can be used. Start by introducing them with a digital technology. For example, you might agree not to use AI tools for homework without permission, or to avoid unapproved 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 success is a 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 used, and why. Encourage them to think about the ethical implications of their choices. Building digital literacy alongside ethical awareness ensures children engage with AI thoughtfully and not just automatically. Help young people to understand that not all people or AI tools have the same purposes or use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools. Talk about algorithms, data ownership, 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. Encourage them to ask you for help and a new AI trend or tool, take the opportunity to learn about it together. Sharing 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 practice and meeting compliance. Our three main methods help all schools and types of settings streamline, save time, reduce risk, and build a culture of improvement.

WakeUpWednesday
The National College

@wake_up_weds /www.thenationalcollege @wake.up.wednesday @wakeup.weds

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ESOL Classes



**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 spent, 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 quality and daytime fatigue.
- ONLINE PEER PRESSURE**
Social media pressures young people to compare themselves to others. Likes, comments, and follower counts can lead to feelings of inadequacy and a need for constant validation.
- CYBERBULLYING EXPOSURE**
Children may experience bullying through messaging, social media, or gaming. This can lead to anxiety, depression, and a loss of confidence in their own abilities.
- REDUCED PHYSICAL ACTIVITY**
Time spent on screens often replaces outdoor play and physical activity, which are crucial for mental health and overall well-being.
- EMOTIONAL DYSREGULATION**
Excessive screen time can lead to mood swings and emotional volatility. Children may become irritable, frustrated, or disengaged when not online.
- PRIVACY AND SAFETY RISKS**
Children may unknowingly share personal information, location, or contact details. This can lead to identity theft, stalking, or other safety concerns.

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 enforce boundaries and encourage accountability.
- ENCOURAGE OPEN DIALOGUE**
Create a safe space for children to talk about their online experiences. Ask open-ended questions like, "What do you enjoy online?" to build trust and understanding.
- MODEL HEALTHY HABITS**
Children mirror adult behavior. Demonstrate balanced device use, including regular breaks and unplugging at the end of the day.
- PROMOTE DIGITAL LITERACY**
Teach children how to evaluate online content, recognize misinformation, and understand privacy settings. Encourage them to think critically and responsibly in digital spaces.

Meet Our Expert
Alicia Elliott is Executive Vice Principal for Personal Development at Personal Development and Wellbeing at National College Jersey, a week for almost a decade, which works with schools on improving their mental health provision.

#WakeUpWednesday The National College

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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 the spread of misinformation.
- RISK OF SELF-DIAGNOSIS**
Social media influencers often share personal experiences with mental health conditions. This can lead to young people self-diagnosing based on limited information, potentially overlooking professional help.
- LACK OF FILTERS**
Social media algorithms often promote content that is sensational or controversial. This can lead to young people encountering harmful or misleading information more frequently.
- IMPACTFUL PAST TRENDS**
Recent trends like 'brain rot' or 'doom scrolling' have become popular. These trends can lead to young people feeling overwhelmed or anxious, and may encourage harmful behaviors.
- MISLEADING CLINICAL TERMS**
Online trends often misuse clinical terms, such as 'trauma' or 'OCD', leading to confusion and self-diagnosis. This can lead to young people seeking professional help unnecessarily.
- REPLACING PROFESSIONAL HELP**
Frequent reliance on digital content can deter young people from seeking professional support. This can lead to mental health issues worsening and potentially becoming more difficult to treat.

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 when needed.
- SCHOOL-HOME COLLABORATION**
Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasizing mental health awareness. Jointly delivered education can be more effective in addressing misinformation and digital literacy.
- IDENTIFY RELIABLE SOURCES**
Teach young people to critically evaluate mental health content by checking credentials, cross-referencing information, and seeking professional advice when 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 to build trust and understanding.

Meet Our Expert
Anna Bannister is Director of Primary Education Ltd, Director for Wellbeing and Family Wellbeing at National College Jersey, and a specialist for mental health at The National College. Anna specializes in strategic mental health solutions for schools, supporting progression 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



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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