

HTL News



Issue 4, 11th February 2022

Message from School Principal

We are at the end of another half term at HTL!

Thank you for all your support with testing and reporting absences. There seem to be fewer COVID cases amongst the children and staff so fingers crossed that it stays that way! Please do keep vigilant at home and make sure that you test regularly with lateral flow tests, and go for a PCR test if you have any of the long, growing list of COVID symptoms.

We are excited to announce that our class names will be changing. Please go to page 16 to find out the new names of your children's class.

In this issue of HTL News, you will see that this half term has been packed full of fun and celebration for our students. We have successfully appointed Digital Leaders, and the Year 1, 2 and 3 children have all been on external trips. If you were fortunate enough to enjoy the Poetry Slam presented by our Year 2 students, then I am sure you will agree we have some budding poets. They all did amazingly well!

To celebrate Mental Health Day, and to bring awareness of the importance of looking after our well-being, on Thursday 10th February, our school community 'Dressed to Express' arriving at school expressing themselves in a multitude of fancy dress and different hair styles. In the morning, EYFS & KS1 had a drama workshop and during the afternoon children enjoyed mindfulness and reflection activities and lessons to raise spirituality.

I would like to take this opportunity to thank all the staff at HTL. Even in these difficult times they continue to go over and above for our children. Their hard work and determination to provide an outstanding education for our children cannot go without a mention.

Next half term we have lots to look forward to from celebrating World Book Day to Easter competitions and tons more—too much to mention!

I look forward to welcoming you and your children back to school on the 22nd February 2022, I truly hope you get to spend quality time with loved ones as well as get some much needed rest.

Prayer and Reflection

Being the Vicar of Holy Trinity Lamorbey is the best job ever! I get to meet the pupils of our primary school every week for worship at school and in church. Our parents and teachers are doing a fantastic job because I learn as much from the young people as I manage to teach them! This term we have looked at ploughing: how green shoots and growth will happen in the most unlikely circumstances and with the help of stuff that others throw away. We have also learned about the miracles of St Bridgid. Her feast day 1 Feb heralds the start of the Celtic spring. Celtic spirituality is great as we can see how Jesus loves us through nature and the beauty of the seasons. Please pray about whether you would like your child to be Confirmed (and or Christened/Baptised) when they reach year 6. Confirmation means being able to receive Holy Communion and is a wonderful channel of grace in their lives.

Heavenly Father

We pray for our school and parish.

May your blessing rest upon our children, parents, teachers, support staff and governors.

With the help of Saints Bridgid and Patrick, reveal your loving plan for us with the changing seasons and faces of those around us.

In the blessed name of Jesus

Amen

Reverend Mark Blakely
Vicar of Holy Trinity Lamorbey C of E Church

In School

Digital Leaders & Safer Internet Day

We are excited to announce that we have our Year 5 Digital Leaders.

We introduced them to the school in our Safer Internet Day assembly on Tuesday 8th February. We explored this year's Safer Internet Day theme, which was "All fun and games! Exploring respect and relationships online"

During the afternoon, the children all completed a range of activities which taught them about how to keep safe online and the importance of keeping private information (such as phone numbers, names and addresses) private and offline.

Over the coming weeks and months our Digital Leaders will be putting their heads together thinking about lots of new and exciting things that they can introduce. One idea that we have come up with it to begin with setting up an area where the children at HTL can ask for support and help with computing if they need it, and we will begin a club where we can all meet to support and develop our learning.

We have also commandeered a noticeboard in the ICT suite where we will use it to display things that keep us safe online and other interesting facts. We are also planning on putting a box near the board so that if anyone needs help with anything (including our teachers) they can write it down and pop the request in the box. We will be able to read the note and invite them to see us in the lunchbreak, during our IT surgery, to help them.



In School

Environmental Action Club

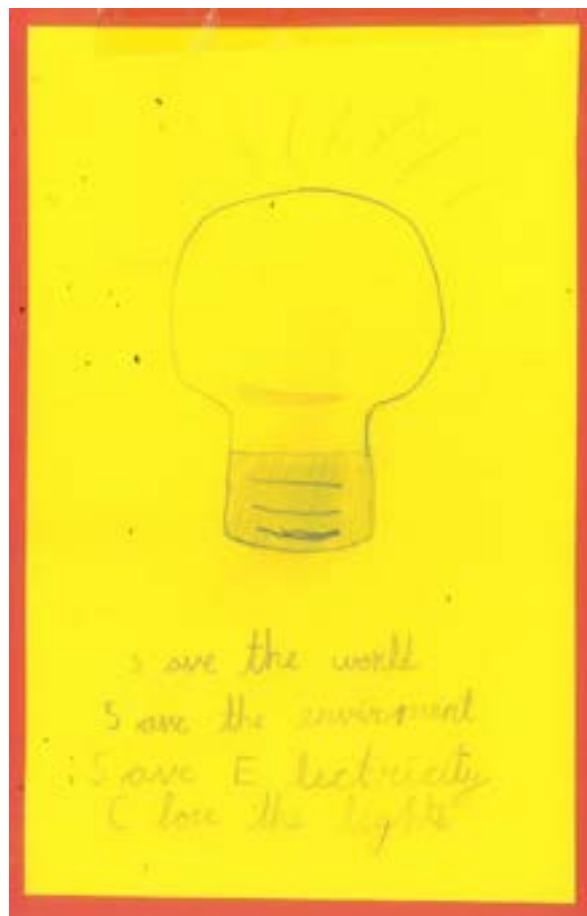


The Environmental Action Club has been busy with a few new initiatives.

twinkl.co.uk



The club has produced posters for each class. These encourage classes to turn off their lights and whiteboards when they leave the room. Each Class have been asked to elect eco-monitors to be in charge of this initiative in their class.



In School



Last week Friday, HTL celebrated the NSPCC National Number Day! The NSPCC is a wonderful charity that supports children and works hard to keep things like ChildLine running for all children who are in need and want to talk. Their mascot, Buddy, helped everyone at HTL complete some amazing problem solving tasks all about numbers and also activities relating to things they have also been doing in class that week. Everyone had a great day thinking about where they see numbers in everyday life all while raising money for an amazing charity. Well done to everyone who took part, staff and children. It was wonderful to see so much creativity in your Dress for Digits outfits ranging from football

shirts of every club, t-shirts stating how many days the wearer has been alive to counting polka dots and even dice and calculators! Thank you to everyone in the HTL community for your support. We managed to raise over £170. A fantastic number!



EYFS—Nursery



This term the children have been working hard learning lots of new things.

The children have been very enthusiastic about getting their writing on the 'Wonder wall of writing' this has given the children more opportunities to do independent writing and really take pride and ownership in their work.

The children loved watching the Chinese new year parade and enjoyed making their dragon

puppets. They also had a go at writing some of the Chinese symbols too.

The children enjoyed number day. We had some very inventive costumes such as numicon and dice. They had fun going on a number hunt and finding all the numbers around the room and outside. They also took a trip to Mrs. Weston's office, who explained how she uses numbers every day, for example writing the date, adding all the numbers up for school dinners and paying for items that the school need.



We are still going in the hall for our lunchtime and the children have been excited with the new change. It makes them feel very grown up especially when they see their older friends or siblings.

EYFS—Reception



Happy Chinese New Year...Kung Hei Fat Choy!!

The 2nd February 2022, Chinese people have welcomed in the year of the Tiger! Best wishes and congratulations. Have a prosperous and good year. Children need to grow up confident in their knowledge of their own culture as well as the cultural diversity of Britain. We have been encouraging cultural awareness and helping children become familiar with other peoples' holidays and rituals by learning about the Chinese New Year and China. What is Chinese New Year all about? When does it begin? How is it celebrated? What are the symbols and traditions of the Chinese new year?

We have read and discussed the story of how the Jade Emperor chose the 12 animals. The animals had to cross a river and reach the finish line—please ask your child to tell you the story of why each new year is named after an animal. In maths, children not only need to recognise the various shapes such as rectangle, triangle etc, but also learn how to manipulate them in order to form new shapes. The children have been using current shapes to compose new shapes and show us how well they can maneuver the various parts. We continue to work with subitising and number bonds using practical activities for the children to be familiar with and use the vocabulary involved in addition

In literacy, we have been learning about “Winter”. We have been exploring the book “Snowman” by Raymond Briggs. We have been researching interesting facts about animals and what it means to hibernate. The children retold the story in their writing and practiced writing sentences about hibernation and where different animals hibernate. During our topic activities, the children engaged in making hibernation craft pictures using lollipop sticks and a variety of materials. In phonics we have been reviewing the sounds already learnt and practising recognition and writing the ‘special friends’ the sounds ‘ch’, ‘sh’ ‘th’, ‘ng’ and ‘nk’. Some children have been working on hearing and saying the initial sound in a word and others have practiced segmenting and blending the sounds in small words. Another group has been learning the set 2 sounds and applying those sounds in their reading.



KS1—Yr 1



As part of their spring topic, 'Where did and do the wheels on the bus go', Year 1 are learning about their local community, where they live and what makes it special. The children thoroughly enjoyed their bus ride to Blackfen Library and were excited to sit on the top deck.

Year 1 had the most amazing time at the London Transport Museum this week! On the journey to London we thought about all of the things we were going to see. Would we see many buses? Would we even see some trains? We were very excited to find out!

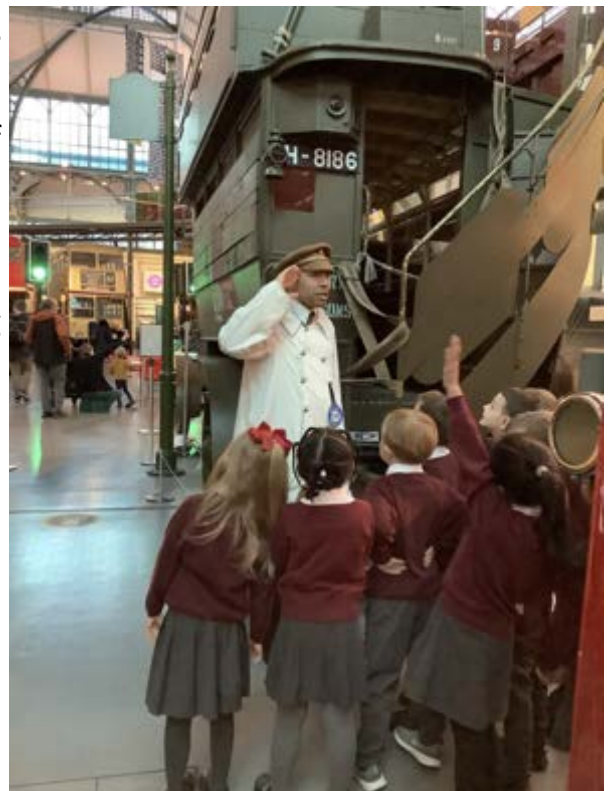
On our (very sensible) walk to the museum, lots of the adults in London waved to us. It was like being a celebrity!

We were given 'stamper trail cards' when we arrived at the museum. We had to explore the museum and find the 13 stamps that were dotted around. Many of us managed to collect them all!

We saw lots of buses, there were even buses from over 100 years ago, and a bus that was painted khaki, which was used in the war!

We enjoyed exploring and getting on and off of some of the buses, trains and coaches. There were three floors that we explored and we learned lots about how transport has changed over time (we saw models of horses pulling along coaches and there was even poo on the floor!)

During the day, we all took part in a workshop called 'Joe's Busy Bus' where we met Joe Clough who was the first black man to drive a bus. He took us on a tour around the museum and told us how transport had changed over time.



KS1—Yr 2



On 2nd of February, Year 2 had some visitors teach us more about sustainability and the importance of looking after our planet. We started off by learning about why our planet is so important. Lizzie and Clare gave us a lot of information about how people are harming the environment and how this is impacting our planet. We then looked at ways in which we can make a difference, and how we can help make changes in

the environment. +Each class discussed what we could do to help our planet. We then drew and wrote our promises on leaves. Some of the ideas...Walking to school...Litter picking...Looking after the animals by not dropping litter...Switching off the lights and saving electricity. We then finished off by putting our leaves on some branches to make a pledge tree, which is proudly displayed in the school foyer.

What can we say about our Tower Bridge Trip? We had learnt so much about Tower bridge prior to going so you could only imagine the children's beaming faces, the awe and wonder as they made their way to this long awaited destination.

We were able to walk around the towers and learn lots of facts about the bridge's history. One of our favourite parts of the trip was walking across the transparent, glass walkaway. Some of us laid down and watched Thames River below, the buses, pedestrians and vehicles go by; this is not an experience you get to indulge in everyday!

We also explored the engine room and learnt how the bridge operated when it first opened in 1894 and what changes have taken place since then.

Thank you to all our parent volunteers for supporting us on this trip! We had a fantastic time. More information and photos can be found on the website [here](#).



Lower KS2—Yr 3

The Victorians has been our topic this term, and we have really enjoyed learning about what life was like in the past. We have gained great knowledge of the life of our second longest reigning monarch, Queen Victoria, such as: she had seven assassination attempts on her life, she started the tradition of white wedding dresses and when her husband died, she was so sad, she wore black for the rest of her life. We have also been learning about the life of rich and poor Victorians and what schools were like nearly 200 years ago. We all decided we prefer schools how they are now - smiley teachers and no canes!



On Wednesday, we visited Hall Place for a workshop about Victorian homelife. It was really interesting to see old cooking and cleaning equipment. Every object was really heavy, especially the old-fashioned flat and box irons! We also got the chance to do a bit of washing! We used a washing board to get the cloth all soapy, a washing dolly to get rid of the soap and a mangle to squeeze out any excess water. The mangle was really old and the handle was hard to push but everyone had a good go and used their muscles, all whilst wearing a lovely maids hat.



Lower KS2—Y4



This term, we have been learning about the states of matter and their properties. We explored the gases and the characteristics of their particles. We learned about carbon dioxide and hypothesised if gas has weight. We conducted research in groups by using digital food weighing scales and measured different fizzy drinks. We recorded the weight measurement for each fizzy drink when it was

first poured in the cup, and after it was shaken for a little while. We used the same amount of fizzy drink each time and ensured that the process of shaking was thorough and the drink had become flat. Children predicted that the fizzy drink, after shaking, would weigh less than it was before. We compared the results and concluded that gases do have weight!

Our main sport for this half-term was Hockey. We have been taught and were practising how to pass, receive and shoot the ball with increasing control under pressure. For the past few weeks, we have been practising either individually or in small groups, how to dribble through the cones with the hockey stick without shooting. We have all been fully engaged and enjoying our time every lesson. This week, we had our very first hockey match as a whole class activity. We created two opponent teams and had a fantastic time using all the skills developed and applying our knowledge acquired during PE sessions.



Upper KS2—Yr 5

We have been extremely busy working on our D.T. projects this half term. We looked at forces for Science, such as friction, gravity, air resistance and water resistance. Then we used our new found knowledge to take part in a 'Squashed Tomato Challenge, where we had to create a scaled model of a device to help mountain-top farmers in Nepal take their produce from the top of the mountain to the bottom safely to market. We demonstrated our models to Nursery, Year 6, Ms Bushell and Ms Aylwin, who were really impressed with the ingenuity shown. The competition was won by the Tomato Tomatoes team. (I've been reliably told that the second 'Tomatoes' in the team name should be pronounced the American way!)



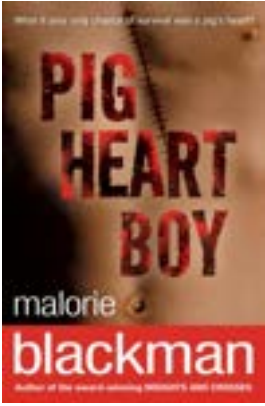
Our focus in Maths has been on fractions. We have been looking at equivalent fractions using a fraction wall and bar models to deepen our understanding. We have been able to change mixed fractions to improper fractions and vice versa. We have really impressed our teachers with the use of mathematical vocabulary, e.g. the line separating the numerator and denominator being called the vinculum.

Literacy has been 'jam-packed'. We began with asking children to create their own skyscrapers. We've had some interesting and novel creations. We have also looked at the

key events in the history of the Twin Towers. The children were really engaged and enthusiastic to share their research and place this in a timeline. They then had to create a fact file, to be inserted on a webpage, all about the Twin Towers. Finally, we ended our half term with writing a newspaper article about Philippe Petit and his daring and adventurous tightrope walk between the newly opened Towers.



Upper KS2—Yr 6



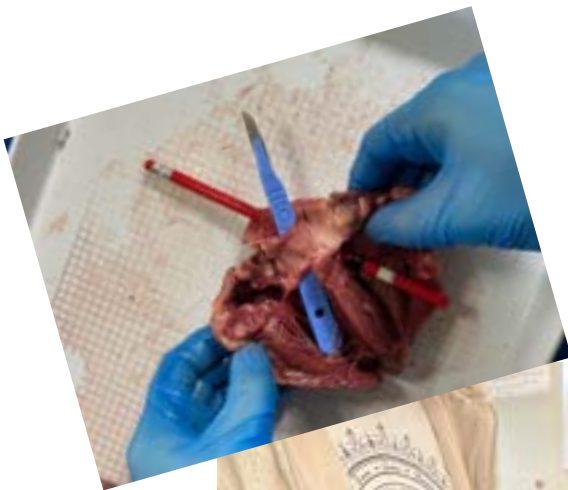
Our topic this half-term, was the circulatory system.

In Literacy, we have been reading the book "Pig Heart Boy" by Malorie Blackman, which focuses on Cameron, a 13 year old boy who gets a life saving opportunity to receive a heart transplant from a genetically modified pig.

We took part in a physical science activity, tracking the flow of the blood around the body and exchange of deoxygenated and oxygenated blood. The children had to work in teams to swap the blue bibs for red bibs, and on their way pick up a slip of paper that contained parts of the circulatory system. Once all the pieces had been collected, working in their teams they had to correctly identify and order the way in which blood travels around the body.

Along the same vein...

Year 6 ended their unit with the WOW experience IOC dissecting a sheep's heart. Students were able to see and touch the unique characteristics that make the heart so great at pumping blood. Students who opted out of the dissection created a model, inspired by heart valves, which creates a one-directional flow of material.



Mass Visits



Fr Mark invited Year 1 to church and gave us some clues to explain the theme of our service. He sung a verse from 'Plough the Fields', showed a painting of a tractor, a plant that had begun to sprout and bought out a plough. We then learned about plough Sunday, a day in church where a plough is blessed. Ploughing is done at this time of year, ahead of the sun warming up, ready for shoots to sprout. Father Mark explained the purpose of a blessing and that blessing a plough would ask God to be on the people's side, when crops begin to

grow. Farmers are blessed to support them during the cold days when they are growing our food.

Year 4 visited Holy Trinity Church this week. The students recited the reading they had practiced all together and they discussed the Queen, and her extraordinary services throughout the years, with Fr Mark. Students were asked what things they would do if they were a king or queen. Amongst many answers, some students said that they would stop poverty, help vulnerable people, stop wars and bring a wave of global peace, raise awareness of equality and build new churches all around the world. Then, Fr Mark talked about King Solomon and the Queen of Sheba, and how they used their wealth wisely in order to succeed in their role, and services to the nation. Pupils learned about all of the Queen's miracles around the globe and about St Bridget's cross-tradition that happens every year on 31st January. It was highlighted that someone can not be powerful unless they are also wise, and that in both cases, our current Queen, as well as King Solomon and the Queen of Sheba, followed Jesus' example. Fr Mark lead us in prayer and we prayed for peace, no more racism, those who are grieving, missing people, respect towards others, no poverty, everyone to have a shelter and no more disasters. The visit was completed by students receiving their blessings and reflecting on their conversation with Fr Mark.



Other News

Girls team smashed it!



On Tuesday 1st February, the HTL Girls Football Team had their very first match - a cup game against Burnt Oak Junior School.

After a short walk across the road, the girls warmed up and got their game faces on.

They had a bit of a rocky start quickly conceding 2 goals. Unperturbed, the girls came back fighting. It goes to show that with teamwork, cooperation, determination and a great coach, success is always within reach. They upped their game, made a great comeback and continued to play really well. After going 2-0 down, the girls ended the match with a 2-6 win.

Goal scorers:

Nicoleta (2), Annaleise (2), Posi (1), Burnt Oak own goal (1)

The girls will go through to the next round to play Old Bexley!

Forget 'Allé Le Bleu'...'Allé Le Marron'!

Come on HTL!



Kidz Korner

I'm pleased to announce that the last few newsletters have inspired some of our Year 5 pupils to write articles for the HTL News. So, this section has been created for our budding HTL journalists to submit pieces of work that they would like to share with the wider community. Below is an article written by Daisy, Lola and Freya (with a bit of editing help from Mrs. Weston) on their topic—the book— *The Man who walked between the Towers*.



On 11th September 2001, the Twin Towers, also known as the World Trade Centre, were destroyed by 2 aeroplanes, which flew into first the North Tower and then the South Tower.

It was an iconic landmark in America that the whole world knew about. It was a very eye-catching view from all over the state.

Philippe Petit, a young Frenchman from Nemours, saw a picture of the Twin Towers in a magazine whilst sitting in the dentist waiting room. Philippe was a tight-rope artist who had already danced on a tightrope between famous landmarks for example Sydney Harbour Bridge and Notre Dame de Paris. Sitting in the dentist waiting room, he was inspired to visit the Big Apple and challenge himself to perform tricks on an inch-thick wire suspended between the two towers.

On 7th August 1974, after help from his friends who dressed up as construction workers, he tentatively stepped onto the wire, which was 411m high, from the South Tower. He made his way towards the centre of both towers and performed tricks. He laid on the wire and put his metal beam on top of his stomach. He also crouched down, showing the citizens of New York his terrific talents, all with no safety net.

The police were not very happy as it was so dangerous. They shouted out through a megaphone – “Get down, you’re under arrest.” When he did eventually get down, he was taken to the police station. His punishment was not prison, but he had to perform his tricks for free to the children in the park.



Other News

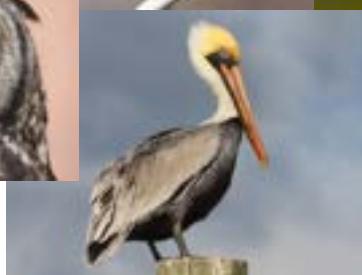
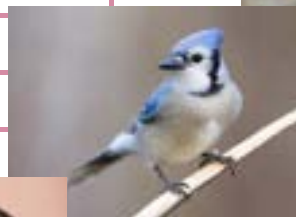
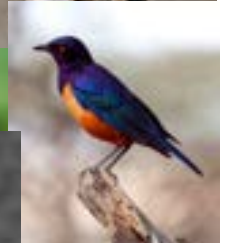
Class Name Changes

Birds, birds, everywhere! There has been an influx of birds at HTL! “Where have they come from?” you may ask. Our class names are changing! Even up to now, Mrs. Dawes still gets confused with all the letters and numbers, so she asked the teachers to come up with some ideas for class names. There were many suggestions put forward, and after a heated debate and democratic vote, birds flew to the top of the list. We already have the Nest and the Rookery...so birds just fit right in! Teachers were then tasked to discuss bird choices with their class. Children voted and choices were put

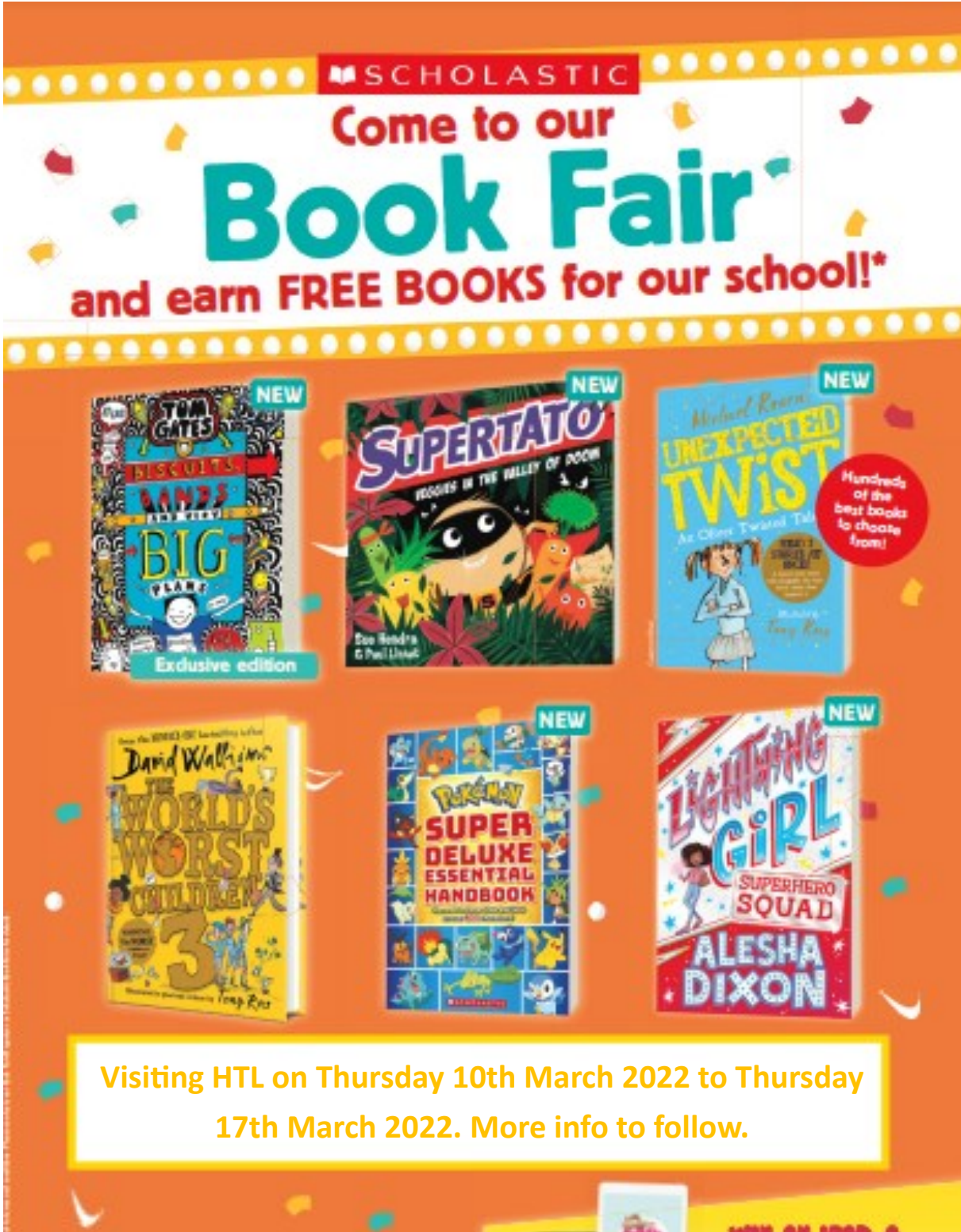


Old Class Name	New Class Name
Nursery	Hummingbirds
RES	Robins
RAH	Woodpeckers
1RS	Kingfishers
1WC	Doves
2AG	Sparrows
2AS	Starlings
3CB	Blue Jays
3CM	Owls
4IP	Hawks
5JB	Pelicans
5KS	Hérons
6LG	Eagles
6CN	Phoenix

forward, with Mrs. Dawes having the final say. Our new class names will be used when we come back after half-term.



Parents Pages



SCHOLASTIC
Come to our
Book Fair
and earn **FREE BOOKS** for our school!*

NEW
TOM GATES
BISCUITS
LANDS
AND
BIG
PLANT
Exclusive edition

NEW
SUPERTATO
VEGGIES IN THE VALLEY OF DOOM
See Beards & Paul Unwin

NEW
Michael Rosen
UNEXPECTED
TWIST
An Ominous Twisted Tale
HUNDREDS OF THE BEST BOOKS TO CHOOSE FROM!
Illustrated by Tony Ross

NEW
David Walliams
THE
WORST
CHILDREN
3
Illustrated by Tony Ross

NEW
POKÉMON
SUPER
DELUXE
ESSENTIAL
HANDBOOK

NEW
LIGHTNING
GIRL
SUPERHERO
SQUAD
ALESHA
DIXON

Visiting HTL on Thursday 10th March 2022 to Thursday 17th March 2022. More info to follow.

WIN AN iPad A

Parents Pages



BEXLEY
DOMESTIC
ABUSE SERVICES

The Bexley One Stop Shop

Abuse can be physical, sexual, emotional or economic which takes place within an intimate or family relationship. Abuse can include neglect, controlling behaviour, forced marriage, honour based violence or female genital mutilation.

The Bexley One Stop Shop

The Bexley One Stop Shop, offering a range of advice all under one roof to help victims of domestic abuse will be open from November 2021. The service will be open every Wednesday from the 3rd November from 12:30pm to 3pm at Central Library Bexleyheath, Townley Road, DA6 7HJ and will include legal representation, domestic abuse specialist support, plus other agencies, all offering advice on issues concerning domestic abuse. No appointment is required, all advice is free to anyone visiting the One Stop Shop.

If you are being abused, remember you are not alone. We can help you by providing advice and support with:

- Improving your safety
- Housing and homelessness
- Finances and welfare benefits
- Access to legal services
- Parenting and children
- Emotional support



020 3198 4659



bexley.community@solacewomensaid.org



[solacewomensaid.org](https://www.solacewomensaid.org)

If you are in immediate danger call the police on 999

Solace Women's Aid is a charity registered in England & Wales. Charity Number 1082450. Company Number 3376716.

solace

Parents Pages



Spanish for Everyone

Learn Spanish through role play, drama, traditional Spanish games and much more!

**Holy Trinity Lamorbey
CE Primary School**

FREE February 23rd
LESSON 4-5pm

*Lamorbey
Residents'
Association*

DA15 9DB



Spanish Club for children

Children aged 4-11 years



Info & Bookings:
zalui@olespanish.net
www.olespanish.net
07734044382



Spain is coming to HTL! After Easter, Olé, an organisation with 20 years of teaching experience, will be providing a Spanish after school club. You can try a free lesson on Wednesday 23rd February at Lamorbey Residents Association. For more information, visit the Olé website or send them an email.

PTA

HTL PTA Upcoming Events



PLEASE READ EVENT POSTERS FOR FULL DETAILS!

VALENTINES ROSE SHOP

Children can purchase a beautifully packaged/labelled wooden rose during the school day! £1 each.



Friday
11th Feb

Friday
11th Feb

SWEET TREAT STALL

Don't miss the sweet treat stall at the side entrance after school! Lots of delicious treats for the last day of half term! Cash only.



NEW YEAR'S DISCO

Year R & KS1: 4pm- 5.30pm.
KS2: 6pm- 7.30pm
DJ. Pocket money stalls. Facepainting.
Book wristbands online!

Friday
25th Feb

Wednesday
2nd March

BOOK SWAP SHOP

Free event! Please donate as many books as you can so that our children can take home a 'new' book on World Book Day Week! Books to be left in the office please.



WORLD BOOK DAY

Dress up as your favourite book character!
We have an AMAZING CBEEBIES Presenter storyteller joining us to celebrate this magical day! £1 donation.



Thursday
3rd March

Also... don't forget, the Circus is coming to HTL on 25th June!
Tickets are selling fast! Don't miss out! Book online.



WWW.HTLPTA.CO.UK



Join our HTL PTA Facebook page for all the latest information!

PTA

25th February

HTL PTA NEW YEAR'S

DISCO

DJ & entertainer,
sweet treat/ pocket
money stalls & face
painting!

2022

RECEPTION & KS1:
4 - 5.30pm

KS2:
6 - 7.30pm

Entry ticket: £3.50

Entry, Hotdog and drink ticket: £5

Tickets: www.htlpta.co.uk

Did you know?

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one topic of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



Publish date: 03.04.19

In today's digitally connected world, children and adults are constantly presented with new ways to engage, react and contribute. We're sociable beings; it's a natural human instinct, especially amongst younger audiences, to want to belong and join in. Viral Challenges (as they're often known) draw on these emotions and, as the name suggests, spread and gather pace very rapidly. New challenges are constantly emerging and evolving. They're often completely innocent, raising awareness of worthy causes or simply providing amusement. However, they can have much more sinister undertones, putting children at risk of physical harm or, in extreme cases, fatal injury.

What parents need to know about ONLINE CHALLENGES

MENTAL HEALTH & WELLBEING

As well as having the potential to cause actual physical harm, some challenges can be extremely upsetting for children. Many are created with the sole purpose of instilling fear in an individual in order to coerce them into doing things that could have a long-term emotional effect on them.

VARYING LEVELS OF RISK

As a parent or carer, it's important to take a balanced view and understand that not everything online has the potential to do harm. Mass following and interaction can be a force for good. For example, the Ice Bucket Challenge, which swept the nation, set out to raise money and awareness of Amyotrophic Lateral Sclerosis (ALS). At its height, over 28 million people uploaded, commented on, or liked Ice Bucket Challenge related posts on Facebook. It's equally important to be aware though that online challenges often have a darker side. Malicious trends and challenges can expose children to dangerous or even life-threatening situations, so it's critical that parents and carers are aware of the latest risks and understand what steps to take to mitigate them.

'FOMO' - FEAR OF MISSING OUT

The 'Fear of Missing Out' (FOMO) is a strong emotional characteristic, particularly displayed in young people. The nature of viral challenges encourages children to explore and push boundaries. They tap into FOMO by feeding on a child's natural desire to join in, be accepted and share experiences with their friends and the wider online community. A recent study also found that FOMO is one of the greatest causes of Social Media addiction.



STRIVING FOR LIKES

In a major study by the Children's Commissioners, it was found that children as young as ten years old are reliant on 'Likes' for their sense of self-worth. A major concern around viral challenges is not knowing how far children will go to earn 'Likes'. Coupled with the growing appetite for acceptance with commonplace peer pressure and the potential problem is compounded. The result is that when young people are drawn into online challenges, because it is what all their friends are doing, saying 'no' can seem like a very hard thing to do.

"The coolest person at school will start a trend and then everyone copies her"
Merran, 12, Year 7

"If I got 150 likes, I'd be like that's pretty cool it means they like you"
Aaron, 11, Year 7



Top Tips for Parents



COMMUNICATION & MONITORING

It's important to talk to your child regularly and monitor their online activities. Encouraging honesty and openness, will give you a much clearer viewpoint of how your child is interacting online and what concerns they have. Create an atmosphere of trust. Ensure they feel they can confide in you or another trusted adult regarding anything they may have seen or experienced online that's upset them.

THINK BEFORE ACTING

As with most concerns in life, let common sense prevail when it comes to Viral Challenges. Young people need the freedom and space to explore and grow; in all parts listening may well be counter-effective. Address the importance of safety and wellbeing, both online and offline, by getting the facts and understanding the risks. Start a discussion about the Online Challenges that may have captured your child's interest, gauge their likely involvement and explain the importance of thinking and acting independently when it comes to participating.

SETTING UP EFFECTIVE PARENTAL CONTROLS

As with all online activity, ensuring you have effective parental controls set up on all devices will help filter and restrict the dangerous or inappropriate content you don't wish your child to access. Additional measures for protecting your child include checking the privacy settings on your child's devices, monitoring their friends list, ensuring their personal information is safe and secure and keeping a watchful eye on the content they're sharing.

REPORTING & BLOCKING

Parental controls can only go so far in blocking potentially harmful content. A rise in the decoding of social media algorithms, has led to our inappropriate content increasingly appearing on platforms and apps used by children. Where possible, you should regularly monitor what your child sees online and flag/report any content which is inappropriate or dangerous. You should take the time to talk to your child, define what you consider to be appropriate content and show them how to report and block users/accounts themselves.

VALIDATE SOURCES

Not everything is as it seems. Some people create fake content that's designed to 'hook' in order to encourage social sharing. If your child has seen something online that has triggered concern you should encourage them to check its origin, verify that it came from a reliable source and check the comments made for any clues to its validity.

FACING REALITY

Trends and Viral Challenges can be tempting for children to take part in no matter how dangerous or scary they may seem. As a parent or carer it can be difficult to keep pace with the very latest Online Challenges emerging. In recent months these have included potentially dangerous ones, including the 'Bird Shit' challenge, which was inspired by Miffy's popular film and encouraged followers to upload videos of themselves attempting everyday tasks while blindfolded. The best advice is to keep talking to your child. Show that your talking an interest and not just prying. Ensure your child knows they don't have to get involved and if they're unsure, let them know you're there to talk before they consider participating. Children often need reassurance that not everything they see online is real. If your child has viewed distressing or frightening content it's important to talk to them about their experience, support them and, if required, help them find additional support.

SOURCES:
<https://www.nationalonlinesafety.com/advice-for-parents/parents-need-to-know-about-viral-challenges>
<https://www.bbc.com/news/health-45071717> 'By 11, the YouTube 'Challenge' and other apps are getting more and more popular' said Children's Commissioner Lisa M. Seeley. ©2018. BBC. All rights reserved.
<https://www.ONS.gov.uk/young-people/2017/09/> <https://www.onlinesafety.gov.uk/> wellbeing: how to identify and reduce the risk of internet gaming disorder. ©2018. Health Education England. Study No. 18/17/199/1600

Did you know?

All National Online Safety, we believe in empowering parents, carers and trusted adults with the information to help us understand your children about online safety with their children, should they hear it is needed. This guide has been an one game of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, links and tips for adults.

What Parents & Carers Need to Know about

FORTNITE

CHAPTER 3

AGE RATING
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First released in 2017, Fortnite has become one of the most popular games in the world. It currently has around 350 million registered players. Developed by Epic Games, it began life exclusively as a 'battle royale' contest, where up to 100 online player characters would fight - with weaponry including rifles, handguns and rocket launchers - to be the last one standing. Today, it features multiple modes which each offer something different (although some modes, such as 'Save the World', are only available on certain platforms).

IN-APP PURCHASES

Not all of Fortnite is free. Save the World mode, for example, can become quite costly. An in-game currency called V-Bucks is used to buy items such as cosmetics, which are not a necessity to play the game. It can feel like buying them is essential, however - even for adult players. Making sure no payment methods are linked to the game's store is a good idea when children are playing Fortnite.

REPEAT SUBSCRIPTIONS

Fortnite now offers a monthly repeat subscription which costs £3.99 (or equivalent). This package offers different non-essential benefits every month - including legacy cosmetics, rare weapons, V-Bucks and special bonuses. Signing up, therefore, can be tempting for dedicated players, however, subscriptions cannot be paid for with V-Bucks earned in the game, only with real-world money.

COMPETITIVE COMMUNITY

Fortnite isn't purely a competitive experience (some modes prioritise cooperation), but the rivalry aspect remains central. Battle Royale is an especially ruthless mode, where the last player or squad left standing wins. Games can become heated, and players' desire to win can often cause excessively aggressive or 'toxic' behaviour towards others - via the game's audio chat, for instance.

POSSIBILITY OF SCAMS

Popular games like Fortnite are often targeted by unscrupulous individuals trying to trick or exploit genuine fans. In Fortnite, scammers have been known to offer children free V-Bucks or vast amounts of V-Bucks in exchange for rare items - often asking the player to click a particular link. These scammers are seeking access to your child's account, personal information and payment details.

USER-CONTROLLED CONTENT

Some elements of online video games can't be rated for age appropriateness because the developer doesn't have control over them. In Fortnite, for instance, things like voice or text chat, cosmetics, trades and other player-generated content may not always be suitable for children. It also means that the makers aren't liable for anything a stranger might say to young Fortnite players online.

Advice for Parents & Carers

STAY AWARE OF SPENDING

Free-to-play games (that is, ones without up-front costs) can still be big financial drains. In Fortnite, for example, the Battle Pass - a set of rewards to improve players' experience in the game - can be either earned through playing or bought with real money (with additional incentives for the latter). With supervision however, this can be a great lesson in money management for children.

TALK ABOUT TALKING

Communication is key in the squad-based Fortnite modes, and children will quickly realise that talking with teammates online helps to increase their win rate. It's a good idea, therefore, to chat with your child first about speaking to strangers online, trading, scammers and other potential risks. Remind them that they can always come to you for help if they run into problems online.

ENCOURAGE BREAKS

Gaming sessions can reach marathon lengths, especially when your child is on a winning streak and doesn't want to stop. Sitting in the same position for hours, of course, isn't healthy but it's an easy habit to form. Encouraging young ones to break regularly for drinks and so on will help them stay hydrated, rest their eyes and release some of the tension from competitive gameplay.

DISCUSS OTHER APPS

Games like Fortnite can lead on to third-party apps (Discord, for example) where players can join a voice, text or - in some cases - video chat about the game. Certain add-ons also let children talk with other players from their local area, which clearly presents a potential risk. When discussing Fortnite with your child, you might also want to ask them about other apps they use while playing.

Meet Our Expert

Clare Godwin (aka @Lunaword) has worked as an editor and journalist in the gaming industry since 2006, providing websites with event coverage, reviews and gaming guides. She is the owner of Lunaword Gaming and is currently working on various gaming-related projects including game development and writing new fiction books.



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Did you know?

All National Online Safety, we believe in empowering parents, carers and teacher adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues that we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about **HORROR GAMES**

Horror video games come in a such a variety that the genre can hard to define. The overlapping element is that these games are designed to scare or unsettle the player through gameplay, atmosphere, story, music, setting and jump scares. The most common sub-genres are survival horror, action horror, psychological horror, jump-scare horror and reverse horror. These games originate from a range of developers, including smaller indie studios which release download-only titles (that is, they aren't physically sold in shops) and therefore aren't subject to age ratings.

WHAT ARE THE RISKS?

ADULT THEMES

Horror games are typically made with adults in mind, which means by definition that they often feature adult themes. Outlast, for instance, is a popular horror game series including material such as nudity and extreme sadistic violence. Other games, like Five Nights at Freddy's and its sequels, have a back-story that doesn't actually appear on screen but still hints at explicit adult themes.

VIOLENT CONTENT

Not all horror games contain graphic violence (Titles like Five Nights at Freddy's and Phasmophobia prefer a spookier, suspenseful aesthetic) but many do portray extreme brutality very realistically. Until Dawn and the hugely popular Resident Evil and Outlast franchises, for instance, feature incredibly graphic violence. The safest course of action is to thoroughly research a game in advance.

ONLINE INTERACTION

Some horror games are played cooperatively with others online. Phasmophobia is one of the most popular titles in this category, and while it doesn't feature an excessive amount of gore, it does place a strong emphasis on online interaction – often with strangers. Dead by Daylight is another game in which frequent and prolonged online communication with other players is an advantage.

PSYCHOLOGICAL HORROR

Rather than simply loading on the blood and gore, psychological horror games try to scare the player through subtle mental and emotional means. For this reason, this type of game (notable examples include Alien: Isolation, The Medium and the Amnesia series) can have a longer-lasting effect on players; some occasionally "break the fourth wall" – interacting directly with the player as if they were real.

LONG-TERM FEAR FACTOR

Horror games are designed to be scary; most players accept this fact in advance. They can, however, include content which leaves an unwanted lasting impression. By focusing on our fears and concerns to elicit an emotional reaction, horror games can be triggering in unexpected ways for some players. It's difficult to predict when – and how – a game might have long-term effects on an individual's mental wellbeing.

Advice for Parents & Carers

BEWARE OF JUMP SCARES

Jump scares in video games are often no worse than they are in movies. If a young person doesn't sleep well with being suddenly startled by something in a film or on TV, they probably won't be able to handle horror games featuring jump scares. Some games (such as Five Nights at Freddy's) are built entirely around this technique and aren't suitable for younger children or those who are easily frightened.

RESEARCH THE GAME

It's best to look into a horror game thoroughly if your child expresses an interest in playing it. Many indie horror titles are download only and therefore aren't required to come with an age rating – so you'll need to do some background reading and judge the game's content for yourself. Check out the game's web page, read any wikis about it (including fan sites) and watch videos of the gameplay.

ENCOURAGE BREAKS

It's easy to lose track of time when gaming, and horror games are no exception. A short break every hour or so is important to rest the eyes and relieve the posture – especially if traumatic situations in the game have built up tension and stress. For horror gamers, breaks also give the added benefit of feeling more relaxed afterwards, which can mean a scarier gaming session when they resume.

IF IN DOUBT, SWAP IT OUT

If your child finds a horror game to play, but after doing some research you decide it doesn't look like the right one for them, swap it out! There are a lot of horror titles to choose from, and some will be more appropriate than others. Work together with your child to find a suitable game for them. Remember, horror games don't have to be gore-spattered and graphic to be enjoyable scary!

STAY RECEPTIVE

Maintaining good communication with your child is vital for safe gaming. If they see something in a horror game that disturbs them in ways they didn't expect, then they should feel comfortable opening up to you about it. Try not to simply laugh it off or make light of it, and always make time to listen. It's a useful reminder that they can talk to you about any type of problem they have in the future.

Meet Our Expert

Clare Dodwell is a UK-based journalist who has worked as an editor and journalist in the gaming industry since 2010, providing coverage with event coverage, reviews and gaming guides. She is the owner of Lunawell Gaming and is currently working on various gaming-related projects including game development and writing non-fiction books.



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Dates for the diary

Please note all dates below are subject to change based on the most current central and local government advice.

February	
Friday 11th February	Last day of term
Monday 14th—Friday 18th February 2022	Half Term
Monday 21st February 2022	Staff Training—school closed to pupils
Tuesday 22nd February 2022	Pupils return to school
Friday 25th February 2022	PTA Disco
March	
Tuesday 1st March 2022	Shrove Tuesday
Wednesday 2nd March 2022	Ash Wednesday
Wednesday 2nd March 2022	Year 6 Coffee Morning—9:30am
Wednesday 2nd March 2022	Virtual Parent's Evening
Thursday 3rd March 2022	World Book Day
Thursday 3rd March 2022	Virtual Parent's Evening
Monday 7th March 2022	Year 4 Class Assembly
Thursday 10th - 17th March 2022	Visiting Book Fair
Monday 14th March 2022	1RS Class Assembly
Thursday 17th March 2022	St Patrick's Day
Monday 21st March 2022	1WC Class Assembly
Friday 1st April 2022	End of Term—1:30pm finish
Tuesday 19th April 2022	Pupils return to school
Monday 9th—Thursday 12th May 2022	Year 6 SATS Assessments