

# Roxbourne Primary School

## NEWSLETTER

Friday 24th March 2023



This week was our last last week of school club. Children took the most out of it. Stay put! We will be sending out the school club offering for HT5 and HT6 next week.

### Wednesday 22nd March 2023 : Cookery Club KS2

**Mother's Day Cookies:** Being our last week of the club, for this term, we made heart and flower shaped cookies and decorated them with icing sugar, sugar flowers and pink sugar crystals. Children got to be creative with the decorations and to treat their mums with their creations. Look forward to seeing the children back again in the new term after Easter.



### Thursday 23rd March 2023 - KS1 Cookery Club

It was our last cooking class on Thursday and we made jelly with fresh fruit encouraging healthy eating. The children were involved in chopping the fruits and discussing their likes and dislikes of different fruits. We discussed the texture, colour, taste and smell of each fruit.



## Monday 3rd to Friday 14th April 2023 - Magna Easter Camp

We are delighted that Magna Camps will be running an Easter Programme from Monday 3rd April to Friday 14th April 2023 at Roxbourne Primary School. Please book your child's place through the [Magna website](#). See below for details. If you are **eligible for free school meals / pupil premium** then you can claim a **free 4 days!**

Be quick! Places are limited and **booking ends on Monday 27th March 2023.**

A vibrant poster for Magna Camps Easter 2023 Harrow. The top section features the title 'MAGNA CAMPS EASTER 2023' in large, bold letters, with 'HARROW' in a stylized font to the right. Below the title, it states '3RD APRIL TO 14TH APRIL 2023' and 'OFSTED REGISTERED SPECIALIST MULTI-ACTIVITY HOLIDAY CLUBS FOR 5-11YRS.' A central image shows a group of diverse, smiling children lying on grass. To the left of this image is a yellow banner that says 'SAVE 15% WHEN BOOKING A FULL WEEK\*'. Below the children's image is a large orange banner with the text 'JOIN US FOR THE GREAT BIG EASTER ADVENTURE!' and several colorful Easter eggs. Below this, a blue box lists activities under the heading 'BIG EASTER ADVENTURE': HATTER'S TEA PARTY, NERF-AGEDDON, EGG-STREME SCIENCE, EGG-CITING SPORTS, HEGG-SCAPE GAMES, INFLATABLES, BIG BUNNY DISCO, CAPTURE THE RABBIT, EGG HUNTS, RAID THE NESR, DODGE THE EGG, EASTER PARADE, and AND MUCH MUCH MORE... To the right of the activities is a yellow banner that says 'HAF EASTER 2023 FREE FUNDED SPACES AVAILABLE FOR BENEFIT RELATED FREE SCHOOL MEAL CHILDREN 09:00 - 15:00'. Below the activities list, it says 'Fully OFSTED registered, Tax-Free Childcare and Childcare Vouchers accepted' and 'Standard Day 09:00 - 16:30'. The bottom section has a dark blue background with the text 'BOOK YOUR MAGNA CAMPS TODAY!' in large, bold letters. Below this, there is a website icon and 'www.magnagroups.com', a phone icon, and the number '0333 012 4984'. The Magna Groups logo and Ofsted logo are in the top right corner.

## Wednesday 26th April 2023 - Circus In Roxbourne

The Circus is coming to Roxbourne! Tickets are now live, book early to reserve your place by using the link to ticketsource or the Q code below.



PRESENTED BY FRIENDS OF ROXBOURNE COMMUNITY

**ROXBOURNE PRIMARY SCHOOL**

**CIRCUS PAZAZ**

**WEDNESDAY 26TH APRIL 2023**  
2 Shows – 4pm & 6pm

**SEATED TICKETS - £9 PER PERSON**  
from age 3 upwards

**2 AND UNDER - FREE**  
(please ensure to purchase a free ticket via ticketsource)

**BOOK VIA TICKETSOURCE**  
[www.ticketsource.co.uk/forc](http://www.ticketsource.co.uk/forc)

Tickets are limited so please book early to avoid disappointment!

**SCAN QR CODE TO BOOK**

 **@CIRCUSPAZAZ**



If you are unable to scan the QR code on the poster, please try to do it here



## CIRCUS PAZAZ

### FAQS

**My child is 2, how much do I pay for their ticket?**  
All infants 2 and under are free, however you MUST purchase a ticket via ticketsource and please note they must be seated on an adult's lap throughout the show.

We cannot guarantee entrance without a ticket.

**Ticketsource mentions adult and child tickets - why is this if they both are £9?**  
The ticket price is the same for all, however we require the information to ensure children are being accompanied with an adult. This information will also assist us for future events.

**What time shall I arrive?**  
Doors open 30minutes prior to the show starting, please ensure you are seated 10mins beforehand.

**Is my buggy allowed in the Circus tent?**  
Unfortunately, we cannot accommodate your buggy inside the tent - Don't worry we will have a dedicated space for them outside. Please do take all your personal belongings with you.

**Will you be selling food and drink?**  
Yes! We shall share further details on items for sale closer to the event - Watch this space.





# Year Group Updates

## Nursery Update

On Tuesday, we had a very special visit by a dentist. The children loved seeing Aliya, who had some wonderful activities for the children to explore. Aliya spoke to the children about people they might see at the dentists and different roles they have. She was in her uniform and showed the children different types of PPE which she wears when treating patients. The children loved practising their brushing skills with Aliya, brushing away the laminated teeth with tooth brushes. The children then spoke about different types of 'healthy' and 'unhealthy' foods and we made our own healthy plates.

On Thursday we had more visitors from The Ark Farm. We met some farm animals and Tam allowed us to stroke some of these animals. We saw lambs and stroked their warm soft wool. We also stroked the rabbits and watched them eat carrots. Jigsaw and Puzzle the goats were not very happy and we watched them fight each other using their horns. This led to discussing the importance of playing nicely, sharing and taking turns:).



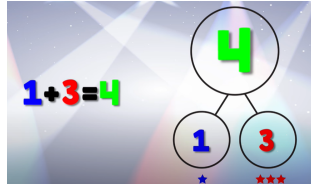
## Reception Update

We have had such an exciting week! On Monday, we received a delivery of eggs and placed them in an incubator. The children and staff were eagerly anticipating the first sign of hatching on and Wednesday the first chick hatched and by Thursday we had 13 fluffy chicks. It was amazing to see the joy, excitement and wonder experienced by the children (and staff) this week. On Thursday, Reception children were able to see farm animals. They met a donkey and rabbits, goats called jigsaw and puzzle and excitingly met 3 week old lambs and a piglet!

We would like to invite all Reception parents / carers to join us on **Wednesday 29th March** at **14:40 - 15:20** - we would like to show you our Busy Learning activities and introduce you to our Easter visitors also known as the chicks.



In Literacy, we have been learning our new story the Owl Babies . In Maths, we have been consolidating our knowledge of addition and subtraction by using a part whole model and number tracks. Please continue to spend time with your child learning the bond to four and five (see videos below)



### **Show and Tell:**

Next week, it will be the turn of children in **Torbay house**. Our show and tell sessions for children will be on Tuesday, Wednesday and Friday. So please send in your child's updated home link book or an item they would like to talk about on these days.

### **Phonics revision**

Please click on the images below to watch videos to support your child with their phonics learning.



## Y1 Update

Y1 has had a fantastic week! It started off by taking a trip to Bekonscot Model Village. We were so excited to see all the model cars, bikes, houses and people! Take a look at some of the photos we took



This week in Writing, we have been preparing to write an **informal letter**. First, we looked at a model text and learnt the features of an informal letter. Secondly, we created a box plan to help us write. We know time adverbials are important when writing an informal letter.

In Maths, we have been looking at numbers up to fifty! We know counting in **groups of ten** helps us when counting large numbers. We like to use **cubes** and **dienes** to support our learning.

In Science, we have been understanding why it is a big responsibility to own a pet. We know some animals are not suitable for keeping as a pets (like **foxes** and **tigers**). We also know that pets need food, water, space, shelter and medicine (just like humans).



Please practise the sounds below with your child.

ee(2)

igh(2)

ow(2)

Learning to blend [lesson 20](#)

## Y2 Update

This week Year 2 has been busy taking the role of an Orang-utan that has been captured and taken to the zoo. Students have been planning and writing a diary entry through the voice of the enclosed animal using first person, adverbials and subordinating conjunctions.

In Maths, we have been adding and subtracting using two digit numbers that involve regrouping (exchanging the tens). We have used dienes and number beads to allow children to explore and demonstrate their deeper understanding. We have used drawings to show pictorial representations and have been dissecting word problems based on the two operations.



During Reading (Mr Elliott Rey's group) children have been reading a non chronological report on Giraffes linked to our habitats science topic. We are looking forward to seeing some giraffes at the London Zoo this coming week!

We have also been taking the time to revise some SATs style questions to make children feel more confident with the format of the questions they will be assessed on.

## REMINDER

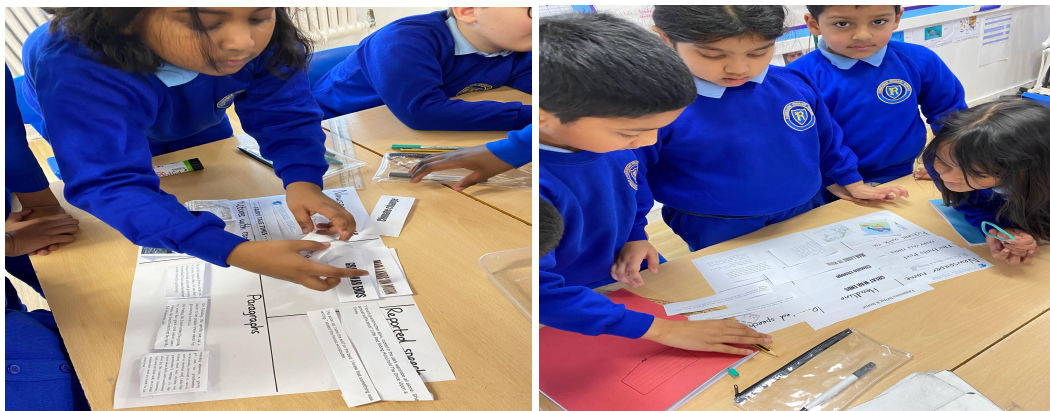
**Reminder- SATs parents information morning Monday 27th March 8:50-9:30 in the Lower Hall**

## Y3 Update

This week in Reading, we have been reading a leaflet by the BTO (British Trust for Ornithology) called 'Feeding garden birds'. The children read and learnt some very interesting facts about different bird species and their preferences with feeding. They then applied retrieval and inference skills to answer questions about the leaflet.

In Maths, we have started our new topic on Time. We looked at clock faces and what the hour and minute hands tell us. We used our knowledge of these indicators to estimate telling the time and check our answers afterwards.

In Writing, we began to look at newspaper articles and what the purpose of a newspaper article is. Ask your child and see if they'll be able to tell you this! When then identified the different key features of a newspaper article and as a class, discussed what they each mean. In groups, we arranged these features into the correct categories. We also looked at the structure of a newspaper article and how it is set out - this is very important! We had a newspaper article that was in a random order and in groups arranged this so that the structure was correct.



In Geography, we began to look at Italy in detail. We explored the key physical features of Italy and identified these on a map. We learnt that the brown colour on the map indicates higher land, where the mountains would be, and the green colouring shows flat land with greenery. We then began to use our knowledge of the UK's physical features to compare it to Italy to identify similarities and differences between the two.

On Wednesday, Year 3 went to visit EATALY and Pizza Express. The children really enjoyed eating lunch at Pizza Express and were impressed at how delicious the food was! Exploring EATALY was interesting as the children had the opportunity to look at different authentic Italian items, ranging from colourful pasta and chocolates with unique flavours. The children also compared the prices of these items to the prices of the same items found at their local supermarket, and it was interesting to see the huge price differences of some and what items were similarly priced.



Please continue to support your child by listening to them read every day for at least 15 minutes and filling in their reading record with comments afterwards. When they complete a book, **they should also complete a quiz about the book on Accelerated Reader**. Please also support your child in engaging and interacting with Times Tables Rock Stars (TTRS) as this will help them to improve their multiplication fluency. Ensure that your child is practising their spellings every week in preparation for the spelling tests on Friday mornings. Please find the information on homework on Google Classroom and support your child in completing those.

## Y4 Update

This week in Reading, the children read the poem “Polluted” about the contamination of rivers and the environment. They learned the new vocabulary: untouched, pungent, menacing, interfering, exposed and contaminated. Children learned the prefix ‘un’, and thought of a few other words that used the prefix. We also practised skills in retrieval and inference, decoding the meaning of the poem. In Writing, pupils have written a leaflet about London. They focused on implementing expanded noun phrases to inform as well as positive adjectives to describe. We also looked at using subordinating conjunctions and prepositions in fronted adverbials. They will then apply these skills to next week’s independent writing about the Amazon rainforest.

In Maths, we have continued to learn about perimeter. In particular, children learned to measure and calculate perimeters of composite rectilinear shapes in m and cm.

In Geography, we learned about erosion and deposition in the creation of meanders and oxbow lakes from rivers. In Science, we learned about the different ways that humans affect the environment around us, and some positive and negative consequences of this.

Please continue to ensure children are reading for **at least 15 minutes each day**. Accelerated reader quizzes should be taken immediately after a book is completed, ideally every 2 weeks. It is also important that children are consistently accessing Times Tables Rockstars to ensure they recall their multiplication tables. Finally, please ensure that children are completing their Mathletics homework.

## Y5 Update

This week, we read an extract about 'Where do Earthquakes Come From' in our Reading lessons and analysed vocabulary from the text. We retrieved facts about different types of tectonic plates and inferred reasons behind why earthquakes happen. In Writing, we researched the Nepal earthquake of 2015 and box planned a letter to the British government in the perspective of Nepalese victims, informing them of what had happened and asking for support. This linked to our Geography lesson where we researched different charities that provide aid.

We had an exciting trip to the Natural History Museum this Thursday, linked to our Asia topic. We arrived at the museum and first took a trip through the Earth and Space section to remind ourselves of our prior knowledge from Science lessons earlier in the year. We then headed up the escalator through a giant planet to the Volcanoes and Earthquakes section of the museum. The children loved looking at the various information building on their existing knowledge, especially the earthquake room where they stood on the simulator which shook the ground! We had some extra time before lunch and explored the famous dinosaur section of the museum before eating lunch. A big thank you to the parents who supported the trip!

## Y6 Update

This week in Reading, we have read a non-chronological report all around World War 2. We have moved towards more independent reading as we approach our SATs next half term. The questioning has been focused on retrieval, inference and word meaning. In Maths, we have continued looking at ratio and proportion. We have spent the majority of the week looking at and breaking down word problems in relation to ratio. These questions can be quite tricky to understand! We also spent time going through our mock SATs papers that the children completed last week.

In Writing, we have written our own non-chronological report all around the Holocaust - a traumatic event in WW2. We discussed the difference between a fact and a statistic and how we can use both of these in our reports. We also looked at what a semicolon is and how they are very useful when writing non-chronological reports.

In History, we looked at how and why the Second World War ended and how Britain recovered in the years following. We also looked at the 'Windrush Scandal' and how people who were forced to come help rebuild the country from other nations had their British citizenship taken away unfairly. In Science, we looked at what the term 'artificial selection' means and how that differs from 'natural selection'.

On Thursday, Year 6 went to the RAF museum in Edgware where we looked at all of the different aircraft used by the 'RAF' and the 'Luftwaffe' in WW2. The children also enjoyed a great workshop around the Battle of Britain and got the chance to hold/wear different objects used by people during the battle. Please ensure you are continuing to access all homework provision which is due each Friday. All of which can be found on **Google Classroom**.





# Value of the Week: Aspirational

Class	This week's certificates go to...
R Oxford	<b>Reyansh</b> - for writing aspirational sentences all about our chicks! He also shared these with the whole school during assembly! <b>Linisha</b> - for persevering with the mathematics resources in the classroom to solve mathematical problems!
R Southampton	<b>Dhiyana</b> - for her aspiring to write full sentences using her phonic knowledge independently. <b>Eesha</b> - for always showing an aspirational attitude during carpet time lessons
1 Bath	<b>Tudor</b> - for his aspirational attitude towards his learning across all subjects. Keep it up!! <b>Moryan</b> - for his aspirational effort in Maths, while problem solving. Well done!
1 Bristol	<b>Yadhavi</b> - For being aspirational during our trip- helping us understand what it was like to take a plane in the past. Great job! <b>Anisa</b> - For showing her aspirational skills when completing her informal letter in Writing. Fantastic job Anisa!
2 Cambridge	<b>Anwar</b> - for aspiring to improve his presentation throughout the week.  <b>Josh</b> - for aspiring to improve his maths skills each lesson.
2 Colchester	<b>Bo</b> -For her being aspirational in writing and comprehension.She has consistently shown progress in these two areas .Well done! <b>Ashvikan</b> - For showing aspirational skills during Maths which he found challenging but was able to work out for himself.Keep it Up!
2 Norwich	<b>Mathuran</b> - For being aspirational during our Maths lessons and showing great understanding! Well done. <b>Mikolaj</b> - For showing aspirational skills during Maths and gauging a great understanding of column method. Keep up the Hard work!
3 Birmingham	<b>Niralya</b> - For being aspirational during Writing, when arranging the features of a newspaper article correctly. Great job! <b>Diana</b> - For being aspirational in her class monitor roles and always doing the tasks to the best of her ability! Well done!
3 Warwick	<b>Maryum</b> - for aspiring to understand the differences and similarities between the UK and other European countries <b>Pranavi</b> - for aspiring to use mathematical vocabulary to explain the known and unknown values in a word problem.
4 Sheffield	<b>Ishal</b> - for aspiring to understand the geological processes of the creation of a meander and an oxbow lake. Keep it up! <b>Samaira</b> - for aspiring to improve in her understanding of perimeter, and applying her previous learning to new learning. Keep it up!
4 York	<b>Shayni</b> - for being aspirational with her handwriting and learning from her peers to work towards a pen licence. Amazing! <b>Zenia</b> - for being aspirational in Mathematics, challenging herself to find another way to calculate the perimeter of shapes. Keep it up!
5 Liverpool	<b>Malak</b> - for her aspirational approach to improving her Writing work. <b>Arusan</b> - for his aspirational approach to problem solving in Mathematics this week.
5 Manchester	<b>Zaki</b> - for being aspirational and pushing himself to do his best in his PUMA and PIRA tests. <b>Nabeel</b> - for being aspirational in lessons by participating fully and pushing himself to answer questions in depth.
6 Cardiff	<b>Robert</b> - for achieving 100% in his maths mock SATs again. Well done! <b>Cruz</b> - for making great progress in his mocks and aspiring to improve even further. Well done!
6 Edinburgh	<b>Narjis</b> - for making great progress and aspiring to improve further in Maths and Reading in her mock SATs. Well Done! <b>Franky</b> - for aspiring to improve his Reading through improvement in his retrieval and inference skills.

# Music Star of the Week

Well done from Miss Hodges and Mr Palekar!

Reception	<b>Lavin</b> - For your musical imagination in our lesson!.
Year 1	<b>Yadhavi</b> - For your accurate work in musical pitch.
Year 2	<b>Ravi</b> - For your accurate pitch during singing.
Year 3	<b>Ishaan</b> - For your accurate solfa hand signs with your singing.
Year 4	<b>Tia</b> - For your consistently hard work in music this week.
Year 5	<b>Mariam</b> - For your accurate body percussion work in music.
Year 6	<b>Ijas</b> - For producing excellent tones in our Djembe lessons.

# PE Star of the Week

Well done from Mr Whittick and Mr Knight!

Reception	<b>Abdullah</b> - For giving his best try in our PE Lesson.
Year 1	<b>Neev</b> - alway willing to learn and trying new thing in Pe
Year 2	<b>Ravi</b> For your consistently hard work in Pe this week Norwich
Year 3	<b>Kayden</b> - For alway trying his best in Pe
Year 4	<b>Amir</b> - For his amazing efforts every week at swimming.
Year 5	<b>Chanel</b> - For giving a go and being confident in her abilities during PE.
Year 6	<b>Asir</b> - Being confident and really trying to overcome his weaknesses during rounders.



# RE Star of the Week

Well done from Illankovan!

Year 1	<b>Mathurica</b> -For explaining how Jewish people celebrate Shabbat at synagogue.
Year 2	<b>Misha</b> - for explaining the similarities and differences between Judaism and Janism rules.
Year 3	<b>Adam G</b> - For identifying and explaining some of the key symbols and artefacts related to Judaism.
Year 4	<b>Billie</b> - for explaining the importance of sorry and some ways in which people show they are sorry.
Year 5	<b>Ibrahim</b> - For describing some of the rituals involved in the Zoroastrian ceremony Navjote.
Year 6	<b>Inoshan</b> - for explaining what makes something Kosher and how it may be important to follow Jewish religious laws.

# General Notices

## Unwanted items

Do you need additional chairs or tables or book shelves?  
We will be storing our unwanted items under the canopy (Key Stage 2 playground) on Thursday 30 March 2023 at pick up time. If you are interested, please help yourself. Our school will appreciate donations to assist with outdoor playground improvements.  
Thank you!



## Call for Parents to come and speak to Early Years!

We are looking for parents with interesting occupations to come in and talk to our Nursery and Reception children as part of our 'People who help us' termly enrichment opportunity. This has been really successful in the past and the children have always really looked forward to someone coming in. We are interested in all careers - previous visitors have included post officers, doctors, artists and a herbalist. Parents will be asked to speak about what they do followed by an opportunity for the children to ask questions. Please fill out [this google form](#) if interested.



## Looking for a place to host your events?

Our school is available for private hire! If you are looking for a hall to host a birthday party, a wedding celebration, a karaoke party, looking to organise a business event and need a conference room or need a classroom for tuition, contact us via phone 020 8422 9207 or email [office@roxbourneprimaryschool.co.uk](mailto:office@roxbourneprimaryschool.co.uk) to discuss your requirements and organise an onsite visit.

You can read our letting terms and conditions on our [website](#).



## Parking

Local residents have **again** expressed concerns about illegal and unsafe parking in roads around the school which has led them to be late for appointments or work or late to drive their children to school.

**Please do not** block driveways or side roads, double park, stop on the yellow markings or in front of the emergency barrier. Ongoing parking infringements are reported to the Harrow Council Parking authority who are then likely to enforce stricter parking rules and enforcement around the school which will not benefit anyone.

We call on our Roxbourne community to act immediately by not parking illegally and unsafely around the school. Thank you for your support.



## School Meals

Please remember to **regularly** check your child's Meal account on the Arbor App or portal to clear any outstanding balance and ensure there is enough credit to pay for their school meals. If you have any questions or need assistance, our School Office team will be happy to help.



## Paying for trips and educational visits



On Arbor, our parents have the flexibility to pay the way that suits them, in addition to paying by payment card, Arbor now includes Apple Pay and Google Pay:

- A new, simple way for parents to pay via the Arbor App
- No more re-entering card details every time

If you wish to pay via Google Pay, click [here](#) or via Apple Pay, click [here](#).

## Shield Competition



Want to try?  
The Year 6 House Captains and Pupil Parliament are giving you the chance to create a shield to represent your houses:

Capthorne, Torbay, Lynton, Malvern or Kings.

Please give to your class teacher or any House Captain or member of Pupil Parliament by **Friday 21st April!**  
Good luck!

# Important Dates

Date	Time	Event
Monday 27th March 2023	08:50-9:30	Year 2 KS1 SATs Information Meeting for Parents
Tuesday 28th March 2023	All Day	HT4 Year 2 Educational Visit to London Zoo
Friday 31st March 2023	All Day	Nursery Dress Up Day
Friday 31st March 2023	<b>14:00</b>	<b>Last day of HT4 - school finishes at 14:00</b>
Tuesday 18th April 2023	08:40	<b>First day of HT5</b>
Wednesday 26th April 2023	16:00 & 18:00	Circus is coming to Roxbourne



# Tips for Encouraging Open Discussions about DIGITAL LIVES

The online world is an entirely familiar and commonplace part of life for today's children and young people, far more so than for previous generations. There are many positives to children being able to access online materials, so it's important not to demonise the internet, games and apps, and limit the benefit of their positive aspects. At the same time, we do have a responsibility to educate children about the hazards they may encounter online (just as we would about real-world dangers) so it's essential that we don't shy away from talking to them about the complex – and often sensitive – subject of what they do and what they see when they're online.

Here are some suggestions for kicking off conversations with your child about their digital life ...

## MAKE YOUR INTEREST CLEAR

Showing enthusiasm when you broach the subject signals to your child that you're keen to learn about the positives of their online world. Most children enjoy educating adults and will happily chat about what they use the internet for, or what games and apps they're into and how these work. Asking to see their favourite games and apps in action could help you spot any aspects that may need your attention – such as chat functions which might require a settings adjustment to limit contact with strangers. Keep listening even if your child pauses for a long time: they could be considering how to phrase something specific, or they may be gauging your reaction.

## BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE

At various stages, children and young people become curious about puberty and how their body changes; about relationships; about how babies are made; and about sexual health. If your child knows that they can discuss these sensitive subjects with you, they tend to be less likely to go looking online for answers – which can often provide them with misleading information and, in some cases, lead to them consuming harmful content. Don't worry if you don't immediately know the answers to their questions – just find out for yourself and go back to them once you have the facts.

## REMIND YOUR CHILD THEY CAN ALWAYS TALK TO YOU

In my role I work with many children and young people who admit being reluctant to tell a trusted adult about harmful content they've viewed online, in case it leads to having their devices confiscated. Emphasise to your child that you're always there to listen and help; reassure them that if they do view harmful content, then they are not to blame – but talking about it openly will help. Children shouldn't be expected to be resilient against abuse or feel that it's their job to prevent it.

## KEEP TALKING!

The most valuable advice we can give is to keep talking with your child about their digital lives. You could try using everyday situations to ask questions about their online experiences.

## DISCUSS THAT NOT EVERYTHING WE SEE ONLINE IS REAL

Here, you could give examples from your own digital life of the online world versus reality – for example, those Instagram posts which show the perfect houses, spotlessly clean, never messy and immaculately decorated. Explain to your child that there are many other aspects of the online world which are also deliberately presented in an unrealistic way for effect – such as someone's relationship, their body, having perfect skin and so on.

## TRY TO REMAIN CALM

As much as possible, try to stay calm even if your child tells you about an online experience that makes you feel angry or fearful. Our immediate emotions frequently influence the way we talk, so it's possible that your initial reaction as a parent or carer could deter a child from speaking openly about what they've seen. Give yourself time to consider the right approach, and perhaps speak with other family members or school staff while you are considering your next steps.

## CREATE A 'FAMILY AGREEMENT'

Involving your whole household in coming up with a family agreement about device use can be immensely beneficial. You could discuss when (and for how long) it's OK to use phones, tablets, consoles and so on at home; what parental controls are for and why they're important; and why it's good to talk to each other about things we've seen or experienced online (both good and bad). Explaining your reasoning will help children to understand that, as trusted adults, we want to make sure they are well informed and kept safe. Allowing children to have their say when coming up with your family agreement also makes them far more likely to stick to it in the long term.

## Meet Our Expert

Rebecca Jennings of RAISE (Raising Awareness in Sex Education) has almost 20 years' experience delivering relationships and sex education and training to schools, colleges and other education providers. A published author on the subject, she also advises the Department of Education on the staff-training element of the RSHE curriculum.



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