

# CURRICULUM AWARENESS

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Academic Year 2025-2026

Mrs Horner





## Our Lady Star of the Sea RCVA Primary School Long Term Curriculum Overview 2025-2026



### Cycle A

Year 2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Autumn Term	English and Maths														Christmas Week
	RE: Beginnings				Judaism		RE: Signs and Symbols				RE: Preparations				
	History: Great Fire of London										Geography: Handa's African Adventure				
	Science: Plants (Unit 2)								Science: Materials (Unit 2)						
	Art & Design: Drawing- 2D to 3D										D&T Cooking & Nutrition: Sandwiches				
	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	
	PE: Multi Skills								PE: Ball Familiarisation- hands						
	Computing: Information Technology- Formatting Documents								Computing: Computer Science- Debugging						
RSHE: Module 1 Created and Loved by God / PSHE: Relationships															
Spring Term	English and Maths														
	RE: Books				Islam		RE: Thanksgiving				RE: Opportunities				
	Geography: Handa's African Adventure						History: Comparing Queens								
	Science: Living Things (Unit 1)						Science: Electricity (Unit 1)								
	Art & Design: Sculpture- African Masks										D&T: Patchwork				
	Music	Spanish: Greetings	Music	Spanish: Greetings	Music	Spanish: Greetings	Music	Spanish: Greetings	Music	Spanish: Greetings	Music	Spanish: Greetings			
	PE: Gymnastics and Cricket							PE: Dance							
	Computing: Computer Science- Uses of Technology							Computing: Information Technology- Photography							
RSHE: Module 2 Created to Love Others / PSHE: Living in the Wider World															
Summer Term	English and Maths														
	RE: Spread the Word				RE: Rules					RE: Treasures					
	History: Comparing Queens			Geography: Planet Earth											
	Science: Animals Including humans (Unit 2)														



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	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	Music	Spanish: Library of Languages	
	PE: Multi Skills							PE: Ball Familiarisation- hands							
	Computing: Information Technology- Formatting Documents							Computing: Computer Science- Debugging							
	RSHE: Module 1 Created and Loved by God / PSHE: Relationships														

# Learning in Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>				<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>				<div>Geometry</div> <div>Shape</div> <div>VIEW</div>			
Spring	<div>Measurement</div> <div>Money</div> <div>VIEW</div>		<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>				<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>		<div>Measurement</div> <div>Mass, capacity and temperature</div> <div>VIEW</div>			
Summer	<div>Number</div> <div>Fractions</div> <div>VIEW</div>			<div>Measurement</div> <div>Time</div> <div>VIEW</div>			<div>Statistics</div> <div>VIEW</div>		<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>		<div>Consolidation</div>	

# Learning in English



Autumn Term																
Week	1	2	3	4	5	6	7	8	Half Term	9	10	11	12	13	14	15
Class 2	<u>Paper Dolls</u> Narrative				Non-Fiction Instructional Writing- How to make a paper doll			Poetry – Free Verse		The Way Back Home Narrative Writing				Non-Fiction Newspaper Report		Recap/Review

Spring Term													
Week	1	2	3	4	5	6	7	Half Term	8	9	10	11	12
Class 2	Grandad's Island Narrative Writing				Non-Fiction Advertisements				Poetry- Shape Poems Poetry Shed	The Owl who is Afraid of the Dark Narrative			

Summer Term													
Week	1	2	3	4	5	Half Term	6	7	8	9	10	11	12
Class 2	Non-Fiction Information Leaflet-Owls				Poetry- The Lost Words Poetry Sheds		Tad Narrative			Non-Fiction – Non Chronological Report - Frogs			Recap/Review

# Learning in Phonics

We explicitly teach the 3 skills of:

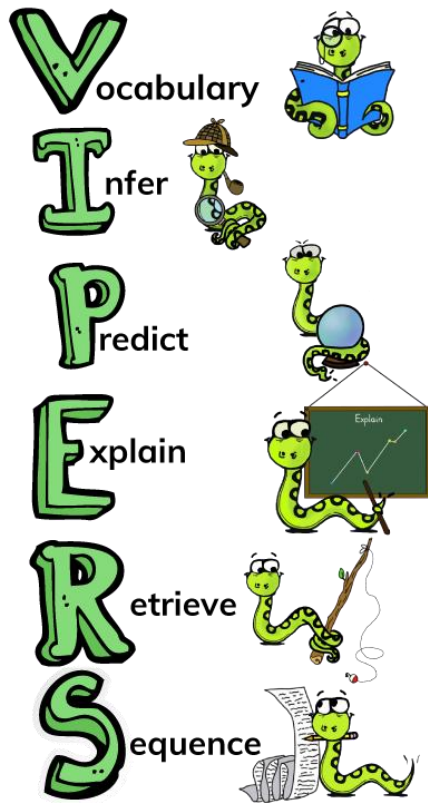
- Blending
- Segmenting
- Phoneme manipulation (sound swapping)

The children are taught to decode and encode by understanding 4 clear concepts:

- Letters are symbols that represent sounds that they say
- Sounds can be spelt using 1,2,3 and 4 letters – f, oa, air, eigh
- The same sound can be spelt in different ways – bone, coat, toe, window, shoulder
- The same spelling can represent different sounds – bread, eat, great

# Reading

Children will engage in 3 guided reading sessions per week, where they will work on developing the following skills:



# Curriculum Coverage in R.E.



## Come and See Overview of the Year 2025-2026 Cycle B



<b>Autumn</b>	<b>Domestic Church</b> 2 <sup>ND</sup> SEPTEMBER- 26 <sup>TH</sup> SEPTEMBER 2025 <b>Early Years - MYSELF</b> - God knows and loves each one <b>Year 1 - FAMILIES</b> - God's love and care for every family <b>Year 2 - BEGINNINGS</b> - God is present in every beginning <b>Year 3 - HOMES</b> - God's vision for every family <b>Year 4 - PEOPLE</b> - The family of God in Scripture <b>Year 5 - OURSELVES</b> - Created in the image and likeness of God <b>Year 6 - LOVING</b> - God who never stops loving	<b>Judaism</b> 29 <sup>TH</sup> SEPTEMBER-3 <sup>RD</sup> OCTOBER 2025 <b>Early Years - Hannukkah</b> <b>Year 1 - Abraham and Moses</b> <b>Year 2 - Shabbat</b> <b>Year 3 - Synagogue</b> <b>Year 4 - Torah</b> <b>Year 5 - Passover</b> <b>Year 6 - Rosh Hashanah, Yom Kippur</b>	<b>Baptism/Confirmation</b> 6 <sup>TH</sup> OCTOBER-7 <sup>TH</sup> NOVEMBER 2025 <b>Early Years - WELCOME</b> - Baptism: a welcome to God's family <b>Year 1 - BELONGING</b> - Baptism: an invitation to belong to God's family <b>Year 2 - SIGNS AND SYMBOLS</b> - Signs and symbols in Baptism <b>Year 3 - PROMISES</b> - Promises made at Baptism <b>Year 4 - CALLED</b> - Confirmation: a call to witness <b>Sacramental Preparation Class</b> Celebrating Reconciliation - What do Catholics Believe and Do? <b>Year 5 - LIFE CHOICES</b> - Marriage, commitment and service <b>Year 6 - VOCATION AND COMMITMENT</b> - The vocation of priesthood and religious life	<b>Advent/Christmas</b> 17 <sup>TH</sup> NOVEMBER-12 <sup>TH</sup> DECEMBER 2025 <b>Early Years - BIRTHDAY</b> - Looking forward to Jesus' birthday <b>Year 1 - WAITING</b> - Advent: a time to look forward to Christmas <b>Year 2 - PREPARATIONS</b> - Advent: preparing to celebrate Christmas <b>Year 3 - VISITORS</b> - waiting for the coming of Jesus <b>Year 4 - GIFT</b> - God's gift of love and friendship in Jesus <b>Year 5 - HOPE</b> - Advent: waiting in the joyful hope for Jesus, the promised one <b>Year 6 - EXPECTATIONS</b> - Jesus born to show God to the world
<b>Spring</b>	<b>Local Church</b> 6 <sup>TH</sup> JANUARY -30 <sup>TH</sup> JANUARY 2026 <b>Early Years - CELEBRATING</b> - People celebrate in Church <b>Year 1 - SPECIAL PEOPLE</b> - People in the parish family <b>Year 2 - BOOKS</b> - The books used in Church <b>Year 3 - JOURNEYS</b> - Christian family's journey with Christ <b>Year 4 - COMMUNITY</b> - Life in the local Christian community and ministries in the parish <b>Year 5 - MISSION</b> - Continuing Jesus' mission in diocese (ecumenism) <b>Year 6 - SOURCES</b> - The Bible, the special book for the Church	<b>Islam</b> 2 <sup>ND</sup> FEBRUARY-6 <sup>TH</sup> FEBRUARY 2026 <b>Early Years - Prayer mats</b> <b>Year 1 - Muhammad</b> <b>Year 2 - Prayer at home</b> <b>Year 3 - The Mosque</b> <b>Year 4 - Qur'an</b> <b>Year 5 - Ramadan and Pilgrimage</b> <b>Year 6 - Guidance for Muslims</b>	<b>Eucharist</b> 9 <sup>TH</sup> FEBRUARY-13 <sup>TH</sup> MARCH 2026 <b>Early Years - GATHERING</b> - Parish family gathers to celebrate Eucharist <b>Year 1 - MEALS</b> - Mass, Jesus' special meal <b>Year 2 - THANKSGIVING</b> - Mass, a special time to thank God <b>Year 3 - LISTENING &amp; SHARING</b> - Jesus gives himself to us <b>Year 4 - GIVING &amp; RECEIVING</b> - Living in communion <b>Sacramental Preparation Class</b> Celebrating The Mass - What do Catholics Believe and Do? <b>Year 5 - MEMORIAL SACRIFICE</b> - Eucharist as the living memorial of Christ's sacrifice <b>Year 6 - UNITY</b> - Eucharist enabling people to live in communion	<b>Lent/Easter</b> 16 <sup>TH</sup> MARCH-24 <sup>TH</sup> APRIL 2026 <b>Early Year - GROWING</b> - Looking forward to Easter <b>Year 1 - CHANGE</b> - Lent: a time for change <b>Year 2 - OPPORTUNITIES</b> - Lent: an opportunity to start anew <b>Year 3 - GIVING ALL</b> - Lent: remembering Jesus' total giving <b>Year 4 - SELF DISCIPLINE</b> - Celebrating growth to new life <b>Year 5 - SACRIFICE</b> - Lent: a time of aligning with the sacrifice made by Jesus <b>Year 6 - DEATH &amp; NEW LIFE</b> - Celebrating Jesus' death and resurrection



# Assessment in R.E.

## Standards for Primary Religious Education

By the end of age phase, pupils will be able to:

Skill areas		5-7	7-9	9-11
AT1: Knowledge and Understanding (learning about)	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Recognise religious stories</li> <li>Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>Recognise religious beliefs</li> <li>Recognise that people act in a particular way because of their beliefs</li> <li>Describe some of the actions and choices of believers that arise because of their belief</li> <li>Recognise key figures in the history of the People of God</li> <li>Describe the life and work of some key figures in the history of the People of God</li> <li>Recognise key people in the local, national and universal Church</li> <li>Describe different roles of some people in the local, national and universal Church</li> <li>Recognise religious signs and symbols used in worship, including the celebration of the Sacraments</li> <li>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used</li> <li>Describe, with increasing detail and accuracy:                             <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>different roles of people in the local, national and universal Church</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used</li> <li>Show knowledge and understanding of:                             <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>what it means to belong to a church community</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>
	Making Links and Connections		<ul style="list-style-type: none"> <li>Make links between:                             <ul style="list-style-type: none"> <li>beliefs and sources, giving reasons for beliefs</li> <li>beliefs and worship, giving reasons for actions and symbols</li> <li>beliefs and life, giving reasons for actions and choices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of, by making links between:                             <ul style="list-style-type: none"> <li>beliefs and sources</li> <li>beliefs and worship</li> <li>beliefs and life</li> </ul> </li> </ul>
	Historical Development			
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> <li>Use religious words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of religious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use religious vocabulary widely, accurately and appropriately</li> </ul>
AT2: Engagement and Response (learning from)	Meaning and Purpose	<ul style="list-style-type: none"> <li>Say what they wonder about</li> <li>Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>Talk about their own feelings, experiences and the things that matter to them</li> <li>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> </ul>	<ul style="list-style-type: none"> <li>Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>
AT3: Analysis and Evaluation	Use of Sources as Evidence		<ul style="list-style-type: none"> <li>Use a given source to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to support a point of view</li> </ul>
	Construct Arguments		<ul style="list-style-type: none"> <li>Express a point of view</li> </ul>	<ul style="list-style-type: none"> <li>Express a point of view and give reasons for it</li> </ul>
	Make Judgements		<ul style="list-style-type: none"> <li>Express a preference</li> </ul>	<ul style="list-style-type: none"> <li>Arrive at judgements</li> </ul>
	Recognise Diversity			<ul style="list-style-type: none"> <li>Recognise difference, comparing and contrasting different points of view</li> </ul>
	Analyse and Deconstruct			

9-11

- Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.
- Show knowledge and understanding of:
  - a range of religious beliefs
  - those actions of believers which arise as a consequence of their beliefs
  - the life and work of key figures in the history of the People of God
  - what it means to belong to a church community
  - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments

- Show understanding of, by making links between:
  - beliefs and sources
  - beliefs and worship
  - beliefs and life

- Use religious vocabulary widely, accurately and appropriately

- Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose

- Show understanding of how own and other's decisions are informed by beliefs and moral values

- Use sources to support a point of view

- Express a point of view and give reasons for it

- Arrive at judgements

- Recognise difference, comparing and contrasting different points of view.

# Assessment in R.E.

## Autumn Term Domestic Church- Loving



"A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another."

John 13: 34-35

### Religious and Specialist Vocabulary

unconditional, forgiveness, mercy, prodigal, parable,  
Beatitudes, Sacrament of Reconciliation.

Make your home in me as I make mine in you (John 15:4)

'I am the light of the world' John 8:12

## Loving

Can I...	Yes	No	A Little
<b>Explore</b> To express a point of view and give reasons for it			
<b>Learning Focus 1</b> To show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.			
<b>Learning Focus 2</b> To show knowledge and understanding of: the life and work of key figures in the history of the People of God			
<b>Learning Focus 3</b> To show understanding of, by making links between beliefs and sources			
<b>Learning Focus 4</b> To use religious vocabulary widely, accurately and appropriately			
<b>Learning Focus 5</b> To show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.			
<b>Learning Focus 6</b> To show understanding of, by making links between beliefs and life			
<b>Respond</b> To compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose			

# Termly Parent Letters



## IMPORTANT DATES THIS TERM



### ALL SAINTS (1 November)

We celebrate the lives of special and ordinary people who have responded to God's invitation to love.

### THE COMMEMORATION OF ALL THE FAITHFUL DEPARTED (ALL SOULS) (2 November)

Today and throughout the rest of November we pray for those who have died. Eternal rest grant unto them, O Lord, and let perpetual light shine upon them. May they rest in peace. Amen.

### OUR LORD JESUS CHRIST, KING OF THE UNIVERSE (24 November)

### ADVENT

(Begins 1 December)

Advent means 'coming'. We think of the coming of Jesus when he was born but we also think of his promise that he would come again at the end of time. It is a time of waiting and preparing. It is only in the last week of Advent that we focus upon the events to be celebrated at Christmas.

### THE IMMACULATE CONCEPTION OF THE BLESSED VIRGIN MARY (9 December)

This feast marks the first stage of the existence of Mary, the mother of Jesus. She was 'full of grace' from the very beginning and co-operated with God throughout her life. When December 8 falls on a Sunday, the Immaculate Conception is transferred to Monday

### CHRISTMAS DAY, THE NATIVITY OF THE LORD (25 December)

On this day we begin our celebration of the birth of Christ.

### THE HOLY FAMILY OF JESUS, MARY, AND JOSEPH (30 December)



## RELIGIOUS EDUCATION AUTUMN TERM 2024 COME AND SEE AT HOME



Dear Parent(s)/Carer(s),

This term we will be studying the three themes of Domestic Church [Family], Baptism and Confirmation [Belonging] (except Year 4 who will be following the Sacramental Preparation Programme) and Advent and Christmas [Loving]. Each class will approach the themes through different topics. The children will also spend a week studying Judaism.

### DOMESTIC CHURCH - FAMILY

2<sup>nd</sup> September - 27<sup>th</sup> September

Early Years	MYSELF - God knows and loves each one
Year 1	FAMILIES - God's love and care for every family
Year 2	BEGINNINGS - God is present in every beginning
Year 3	HOMES - God's vision for every family
Year 4	PEOPLE - The family of God in Scripture
Year 5	OURSELVES - Created in the image and likeness of God
Year 6	LOVING - God who never stops loving

### SUGGESTIONS FOR HOME ACTIVITIES

Make a collage using family photographs of all the significant family members—grandparents, parents, children, aunts, uncles etc. who show God's love. Write underneath it "We show God's love to one another." Include those who have died.

### JUDAISM 30<sup>th</sup> September - 4<sup>th</sup> October

Pupils will study various aspects of Judaism for one week. Ask them what they have been learning about.

### BAPTISM AND CONFIRMATION - BELONGING

7<sup>th</sup> October - 8<sup>th</sup> November

Early Years	WELCOME - Baptism: a welcome to God's family
Year 1	BELONGING - Baptism: an invitation to belong to God's family
Year 2	SIGNS AND SYMBOLS - Signs and symbols in Baptism
Year 3	PROMISES - Promises made at Baptism
Year 4	CALLED - Confirmation: a call to witness
Year 5	LIFE CHOICES - Marriage, commitment, and service
Year 6	VOCATION AND COMMITMENT - The vocation of priesthood and religious life

### SUGGESTIONS FOR HOME ACTIVITIES

Talk to someone who has been to a Baptism and/or Confirmation about their memories of this celebration.

### ADVENT/CHRISTMAS - LOVING

18<sup>th</sup> November - 13<sup>th</sup> December

Early Years	BIRTHDAY - Looking forward to Jesus' birthday
Year 1	WAITING - Advent: a time to look forward to Christmas
Year 2	PREPARATIONS - Advent: preparing to celebrate Christmas
Year 3	VISITORS - waiting for the coming of Jesus
Year 4	GIFT - God's gift of love and friendship in Jesus
Year 5	HOPE - Advent: waiting in the joyful hope for Jesus, the promised one
Year 6	EXPECTATIONS - Jesus born to show God to the world

### SUGGESTIONS FOR HOME ACTIVITIES

Discuss with the children how your family welcomes visitors to your home. Find out about some Christian symbols for Advent e.g. Advent wreath, calendar, Jesse tree. Use the CAFOD or Missio websites to get a religious Advent calendar.

# Online Safety Information

## Getting to grips with apps children use

Although child-friendly apps can make using the internet a more accessible and enjoyable experience, the thousands of apps available for different types of people mean it's important to make sure children use appropriate ones.

This guide maps some of the most common apps available and highlights those that might create risky situations for children, such as unintentionally revealing personal information, stranger danger and generating large bills through in-app purchasing.

It also features advice on apps that can be used to improve children learning and wellbeing to help them get the best experience out of the online world.



internet  
matters.org

The information within this leaflet  
has been taken from  
[www.internetmatters.org](http://www.internetmatters.org)

- Leaflet to help with apps children may start to use or be exposed to
- Information about websites that may be helpful and advice on what you can do to keep children safe



## Parents Online Safety

You will be aware the Internet hosts many exciting opportunities for education. The online world is a wonderful place for young people to explore, with unprecedented opportunities for learning and creativity, but just like the real world there are risks and dangers they should be aware of and which we should all act to protect them from. As a school we encourage the use of technology as an important part of our students' development but always want them to spend their time online safely. As a parent/carer you can play a significant part in ensuring this.

### Top Tips for Parents:

1. Talk to your child, early and often
2. Explore online together
3. Know who your child is talking to online
4. Set rules and boundaries
5. Make sure content is age-appropriate
6. Use parental controls to filter, restrict, monitor and report content
7. Check they know how to use privacy settings and reporting tools

### Websites:

Childline  
[www.childline.org.uk](http://www.childline.org.uk)

Childnet  
[www.childnet.com/parents-and-carers](http://www.childnet.com/parents-and-carers)

CEOP (Child Exploitation & Online Protection Command) Think U Know Parents  
[www.thinkuknow.co.uk/parents/](http://www.thinkuknow.co.uk/parents/)

Internet Matters  
[www.internetmatters.org/](http://www.internetmatters.org/)

Net Aware  
[www.net-aware.org.uk](http://www.net-aware.org.uk)

NSPCC  
[www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/)

PEGI (Pan-European Game Information)  
[www.pegi.info](http://www.pegi.info)

The Breck Foundation  
[www.breckfoundation.org](http://www.breckfoundation.org)

UK Safer Internet Centre  
[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

Have I Been Pwned?  
[haveibeenpwned.com/](http://haveibeenpwned.com/)



# ONLINE CONTENT

## 10 tips to keep your children safe online

The internet has transformed the ability to access content. Many apps that children use are dependent on user-generated content which can encourage freedom of expression, imagination and creativity. However, due to the sheer volume uploaded every day, it can be difficult for platforms to regulate and moderate everything, which means that disturbing or distressing images, videos or audio clips can slip through the net. That's why we've created this guide to provide parents and carers with some useful tips on keeping children safe online.



### 1. MONITOR VIEWING HABITS

Whilst most apps have moderation tools, inappropriate content can still slip through the net.



### 2. CHECK ONLINE CONTENT

Understand what's being shared or what seems to be 'trending' at the moment.



### 3. CHECK AGE-RATINGS

Make sure they are old enough to use the app and meet the recommended age-limit.



### 4. CHANGE PRIVACY SETTINGS

Make accounts private and set content filters and parental controls where possible.



### 5. SPEND TIME ON THE APP

Get used to how apps work, what content is available and what your child likes to watch.



### 6. LET CHILDREN KNOW YOU'RE THERE

Ensure they know that there is support and advice available to them if they need it.



### 7. ENCOURAGE CRITICAL THINKING

Talk about what people might post online and why some posts could cause distress.



### 8. LEARN HOW TO REPORT & BLOCK

Always make sure that children know how to use the reporting tools on social media apps.



### 9. KEEP AN OPEN DIALOGUE

If a child sees distressing material online; listen to their concerns, empathise and offer reassurance.



### 10. SEEK FURTHER SUPPORT

If a child has been affected by something they've seen online, seek support from your school's safeguarding lead.



# What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enraptures young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK – and knowing what to do about content that upsets them.

### 1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

### 2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows when they open the app.

### 3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

### 4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

### 5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

### 6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

### 7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and these notifications will still be there later, when we have more time.

### 8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful posts.

### 9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

### 10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

### Meet Our Expert

Shazia Sarwar-Asim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEND needs.



Source: <https://www.bbc.com/news/technology-55046955>  
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# Supporting Learning at Home



- Reading at home
- Completing the reading record
  - Talking to the children about their learning
- Encouraging children to use online platforms  
Such as Lexia and TTRS



# Homework

- Reading books sent home on a Thursday and should be returned on a Monday
  - TTRS – Times Table practice
  - Numbots – Maths games to consolidate learning
- Reading x3 at home = 1 star
- 10 stars = 1 token for the vending machine





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