

### A word from Mrs Harrison:

Welcome back! We hope that you all had an enjoyable and restful break. As we start the new year, we are excited about all the activities that we have planned for our children to enhance and support their learning. It has been an absolute pleasure hearing the way our children have been enthused by their learning and I am, as ever, impressed by the desire of our wonderful teachers and support staff who have been determined to bring every topic to life. We hope you have a fantastic weekend and week ahead.



### Year 4 'Severed Arm'

Year 4 began their new terms' writing by asking questions about how a severed arm appeared at school!

### TTRS Competition

The latest Times Tables Rock Stars tournament (with every class in the Juniors competing against each other) has just finished. Well done 6A and enjoy that extra break-time!

1	6A	1,663
2	5F	1,590
3	3R	647

### Year 4 'Viking Sailing'

A Viking sailing experience brought the new topic to life in Year 4 as they sailed the seven seas to experience life as 8th Century explorers.



Our next competition sees each class face off against each other within year groups! Who will be victorious?

### Year 5 'Detectives':

Year 5 stumbled upon a crime scene during their English lesson this week. After entering through the sealed off area, they were greeted by a gruesome scene. Mysterious happenings sparked critical thinking and interesting inferences. We definitely have some detectives in the making!



### Community:

On the next page you will see a flyer for our upcoming *Values-Based Education Working Party*, which will take place on **Friday 13th January 2023**. Values drive everything that we do here at Knaphill, so they need to be the right ones! Therefore, as the parents of our children, we need your input. So, please, if you can, spare a small amount of time and come and share your thoughts and ideas.

### Parent Survey

We would appreciate you spending some time to share your opinions about our school and how we could improve.

[Parent Survey](#)

### Attendance Cup.

This weeks winners:

**4B 100%**



The runners up:  
3D, 3J, 4M, 6H & 6S

### SEN update



We would like to make a plea for Lego donations to help us run *Lego Therapy* interventions. If you have any spare Lego that you would be able to donate, please ring into the school and direct it to Mrs Purulak.

### House Points

1st: **Farah - 124**

2nd: Windsor - 89

3rd: Attenborough - 61

4th: Rowling - 55

Spring Total	89	124	61	55
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**Knaphill Federation of Schools**

Knaphill Lower School and Knaphill School

"Together we are better"



# **KFOS VALUES- BASED EDUCATION WORKING PARTY**

Values-based Education (VbE) is an transformative approach to education that teaches children the essential values for life. At Knaphill, we want to know what values you want for your children. Please join us to find out more and to have your say!

**FRIDAY 13TH JANUARY AT  
2PM**

The Hive, Knaphill Lower School



# 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 entrains 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

73

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 them 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 those 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 paths.

## 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-Azim 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 SEMH needs.



Sources: <https://www.bbc.com/news/technology-63204605>  
<https://iprousocial.com/highlights/social-media-algorithms/>

**NOS**  
**National Online Safety**

#WakeUpWednesday

## Dates 2022-23

All dates are kept up-to-date on the school website: [kfos.co.uk/news/calendar/](https://kfos.co.uk/news/calendar/)

Date	Event	Year Group
Friday 13th January	Values-Based Education Working Party—2:00PM in The Hive	Parents of all Year Groups
Monday 16th January	Online Safety Talk with Sharon Girling OBE —8:45 AM in Knaphill School Hall	Parents of all Year Groups
Monday 16th January	Online Safety Workshop	All Year Groups
Thursday 19th January	Winston Churchill School's Production at Rhoda McGaw Theatre	Year 6
Monday 23rd—Friday 27th January	Bikeability	Year 4
Thursday 9th February	Butser Farm trip	Year 3
Monday 13th—Friday 17th February	Spring Half Term	All Year Groups
Monday 20th February	INSET	All Year Groups
Monday 27th February – Friday 3rd March	Book Week	All Year Groups
Tuesday 28th February – Friday 3rd March	Stone Farm residential	Year 6
Thursday 2nd March	World Book Day	All Year Groups
Wednesday 8th , Thursday 9th & Friday 10th March	Dog Trust Workshops	All Year Groups
Friday 17th March	Red Nose Day	All Year Groups
Tuesday 21st March	Viking Workshop	Year 4
Tuesday 21st March	Parents' Evening	All Year Groups
Thursday 23rd March	Parents' Evening	All Year Groups
Friday 24th March	Stone Age Day	Year 3
Wednesday 29th –Friday 31st March	Sayers Croft residential	Year 4
Friday 31st March	Last Day of Spring Term – 1:15pm finish	All Year Groups
Date	PTA Events	
Wednesday 8th Febru-	Disco	
Sunday 12th March	Surrey Half Marathon	
Friday 17th March	Mothers' Day Pizza/ Cookie Kits sale	