



# Forest Glade Primary and Nursery School Family – Growth – Potential

April 2025

Welcome back, we hope you all had a lovely Easter break! Our Summer enquiries have begun and The Arts are the focus across school. Take a look below at some of the amazing things our children have been up to so far.

Our enquiry questions this term are:

**Nursery:** Can all colours be found in nature?

**Reception:** Is nature beautiful?

**Year 1:** Should we all follow the same pattern?

**Year 2:** How do we express ourselves?

**Year 3:** How do the arts tell a story?

**Year 4:** How can the arts unlock the past?

**Year 5:** Do you see what I see?

**Year 6:** Does our art represent us?



## Year 3 Easter Egg Donation

Before the Easter holidays our Year 3 children walked to Kings Mill Hospital to donate Easter Eggs to the maternity ward. They were inspired by their Spring enquiry question 'Is change always for the best?' and decided to do something for children in the hospital going through a change, (like getting a new baby brother or sister). Well done for showing our value of 'kindness' Year 3!

## Ofsted

Our latest Ofsted inspection resulted in Forest Glade being described as an 'exceptional place to learn' and we couldn't be prouder of the children, staff and wider community that has enabled us to reach this result. If you would like to view the report and the news article click [here](#).



## Eco Quote of the Month

"Say no to single use"



## Water Saving Tip of the Month

"Take showers instead of baths"



# Key Information



## Easter Egg-Stravaganza

A big well done to all the children who took part in our Easter competition, there were some amazing designs and we loved your creativity! Thank you to our PTA for providing the prizes.



## Year 4 Enquiry Launch

Year 4's Summer enquiry question is "How can the arts unlock the past?" and will be learning about the art and history of Ancient Egypt. Therefore, to launch their new enquiry the children made Egyptian flatbread, death masks and wrote their names in hieroglyphics! Great work Year 4!



## Year 2 Express Yourself Day

As part of their new enquiry, "How do we express ourselves?" Year 2 children had a non-uniform day. They were able to come to school dressed to express themselves based on their personality, likes or hobbies. Good job Year 2, you all looked great!



## FS2 Enquiry Launch

Our FS2 children launched their Summer enquiry, 'Is nature beautiful?' by dressing as nature explorers and completing a nature scavenger hunt in our local environment. Well done FS2, you all looked great!



## Year 3 Ancient Greek Day

Year 3 started the Summer term with an Ancient Greek day. They learnt about Athens and Sparta, got creative and learnt to write their name in Greek, then trained to be soldiers in the Spartan army. They also re-enacted Greek mythology and even tasted Greek food. Amazing work Year 3!



## Warmer Weather

With the weather getting warmer please make sure you send your child(ren) to school with a filled water bottle, hat and remember to apply sunscreen before school please.



## Upcoming dates for the diary

May Bank Holiday – Monday 5<sup>th</sup> May  
Year 6 SATs – 12<sup>th</sup> May – 15<sup>th</sup> May  
PTA Tour De Forest Glade – Monday 19<sup>th</sup> May  
**May Half Term – 26<sup>th</sup> May – 30<sup>th</sup> May**  
Year 6 Residential Trip – 2<sup>nd</sup> July – 4<sup>th</sup> July

## Inset Days for 2024/2025

Monday 28<sup>th</sup> July 2025  
Tuesday 29<sup>th</sup> July 2025



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](http://nationalcollege.com). **Trigger Warning:** This guide contains mention of suicide, which may be distressing for some readers.

## What Parents & Educators Need to Know about MAKING FRIENDS ONLINE

In today's digital world, it's increasingly common for children to form friendships with people they've never met in person. While online connections can offer children a sense of belonging, they also carry significant risks. Around 19% of children aged 10 to 15 in England and Wales have chatted online with someone they've never met face to face. This guide offers expert advice for parents and educators on helping children navigate online friendships safely.

### WHAT ARE THE RISKS?

#### ONLINE GROOMING THREATS

Predators can use games, chat apps or social media platforms to build relationships with children and gain their trust. This may quickly develop into grooming or exploitation. Between April 2017 and March 2023, UK police recorded nearly 34,000 online grooming offences – an 82% increase in just five years.

#### EXPOSURE TO INAPPROPRIATE CONTENT

Children may encounter distressing or explicit material while interacting with online contacts – especially via TikTok, Instagram or Snapchat. This is evidenced in a survey by the Children's Commissioner for England, which found that 45% of children aged 8 to 17 had seen content online that made them feel uncomfortable, worried or upset.

#### PRIVACY AND DATA RISKS

Children and young people often overshare personal details – such as where they live or go to school – without understanding the consequences. In fact, 4.4% of 10 to 15-year-olds in the UK have met up in real life with someone they'd only spoken to online.

#### COMPROMISED PERSONAL SAFETY

Meeting an online 'friend' in real life risks placing a child in serious danger. From abduction to coercion, the consequences can be devastating. Reports of children being harmed after such meetings are becoming increasingly common in the UK, highlighting the need for safeguarding intervention.

#### PSYCHOLOGICAL DISTRESS

Online harm – such as cyberbullying, grooming or exposure to disturbing content – can lead to long-term emotional issues, including anxiety, depression and PTSD. 'Sextortion' gangs, who threaten to release sexual information about a person unless they pay them money, have reportedly targeted children as young as 11, leaving them traumatised and ashamed.

#### LONG-TERM REPERCUSSIONS

Children exposed to harmful online relationships early on may develop unhealthy beliefs about relationships, consent, or self-worth. In a recent case, a 28-year-old posed as a girl on Snapchat to befriend children aged 10 to 16, manipulating them into sexual activity and causing profound emotional distress. One 12-year-old tragically died by suicide, highlighting the long-term psychological harm online friendships with strangers can cause.

26 FRIENDS ONLINE NOW

### Advice for Parents & Educators

#### TEACH SAFE ONLINE HABITS

Help children understand how to use privacy settings, protect their personal information, spot fake profiles, and report anything suspicious or concerning, like pressure tactics. Encourage them to think critically about what they share – and whom they're talking to.

#### KEEP CONVERSATIONS OPEN

Let children know they can talk to you about their online life. Avoid reacting with anger or judgement, as this may prevent them from opening up in the future. A child who feels listened to is more likely to disclose problems before they escalate.

#### ENCOURAGE REAL-WORLD CONNECTIONS

Support children in building friendships through school, clubs, hobbies and activities in the real world. Strong offline relationships help reduce children's reliance on online platforms for social interaction, and can help them develop resilience and social confidence.

#### USE PARENTAL CONTROLS

Parental control settings on devices, games and apps can help manage screen time, filter out inappropriate content, and monitor activity. While no system is perfect, they provide a valuable layer of protection as children explore digital spaces.

#### Meet Our Expert

Gabriella Russo is a safeguarding consultant with over 30 years' experience in supporting children, families, and adults across education, local authority, and mental health settings – both in the UK (including at Parliamentary level) and internationally.

