

# Allanson Street News

14<sup>th</sup> February 2025

Our value this month is:

## Kindness



### Reminders

Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via **Pastoral Classdojo**.



### Dates for your diary

- 3<sup>rd</sup> March- Bookfair

**COUGHS & SNEEZES  
SPREAD DISEASES**



**COVER UP!**

### Coughs and sneezes spread diseases!

To help stop the spread of germs:

- Cover your mouth and nose with a tissue when you cough or sneeze.
- Throw used tissues in the rubbish bin.
- If you don't have a tissue, cough or sneeze into your elbow, not your hands.

**Remember to immediately wash your hands after blowing your nose, coughing, or sneezing.**



## This Week's Highlights

In **Nursery** we have continued to focus our learning on the story "We're going on a Bear hunt". The children have retold the story using the story map and through 'Cosmic Yoga'. They have also explored sound bottles, using materials to represent the obstacles in the story.

In **Reception**, we have continued our learning around the text, 'Here Come the Aliens'. The children have learned about Neil Armstrong, the first man on the moon, and that there are 8 planets in our solar system. They also developed and practised their collaging skills to create different planets. We ended the week with our trip to the Transport Museum learning about vehicles from the past, comparing them to the ones we have now.

In **Year 1** we have started looking at diary extracts to begin to write our own as a member of Ernest Shackleton's crew. We have carrying on our addition and subtraction within 20 learning in Maths. We spent some time looking through the Atlases to plan a route to the polar regions and had our first experience of debugging in computing.

In **Year 2** we have worked together to proofread and edit our setting descriptions and showed great teamwork in doing so! We also loved showing off how much we have learnt in our geography topic about Kenya and performing our very own sequences during gymnastics.

In **Year 3** we have been learning about the different jobs in Ancient Egyptian times, focussing on scribes. We even learned how to write our names in hieroglyphics! In English, we have written our own versions of Egyptian Cinderella, and we have enjoyed our half term treat of movie and popcorn.

In **Year 4** we have had a busy week enjoying our half term treat, recording our musical performances, completing diary writing, putting the finishing touches to our dance and topping off the half term with a visit to the Grovner Museum in Chester to bring our history lessons about the Romans to life!

In **Year 5** we have enjoyed conducting our science investigation all about irreversible changes. We have also started our new English unit – Alma. The children have enjoyed having the opportunity to discuss their predictions and have really shown enthusiasm throughout all lessons.

In **Year 6**, we have made fajitas in DT. There were mixed reviews. Some children found them delicious and some not so much, but all had fun making them. We have begun our new unit of writing in English. It's a short story by Roald Dahl called the Landlady. The children loved this story. In maths, we have finished our work on fractions.

## ★ This Week's Value Stars!! ★

<b>Nursery:</b> Suzanne, Lucas J, Ren & Reuben B	<b>Reception:</b> Theodor D, Jamal, Kira, Arlo J
<b>Year 1:</b> Zoey M, Dominik D	<b>Year 4:</b> Oakley J, Pirajin R,
<b>Year 2:</b> Lilah H, Bailey-Rae B, Scarlett A, Henry McD	<b>Year 5:</b> Chelsey J, Scarlett Rose E, Mathieson C, Ellie R
<b>Year 3:</b> Lacie-Mae B, Riley T, Fatima N, Ruby H	<b>Year 6:</b> Gabriel K, Oscar G, Keagan P, Arya A



The top Oxford Reading Buddy this week:

	eBooks completed	Logins	Badges earned
Patrick W Year 5	8	1	3



The Times Tables Rockstars winners are:

**7th February - 13 February 2025**

**All Boys**

**66**

**All Girls**

**32**



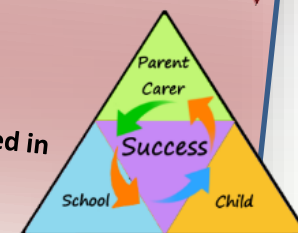
This week's tournament:

## Attendance

**School  
Target:  
96%**

<b>Early Years –</b>	N am 94.3%	N pm 92.9%
<b>KS1 –</b>	RKL 92.1%	RMC 93.8%
	Y1PT 93%	<b>Y1TE 96.7%</b>
	Y2GW 93.3%	Y2LB 89.3%
<b>LKS2 –</b>	Y3EH 94%	Y3LC 95.9%
	Y4MC 94.8%	<b>Y4MM 96.7%</b>
<b>UKS2 –</b>	Y5EK 93.7%	Y5NO 93.2%
	Y6JM 93.2%	<b>Y6LA 96.7%</b>

(This week's winners are highlighted in yellow)



## This Week's Learning at Home

### Word of the Week:

**Nursery** – sound

**Reception** – planet

**Year 1** – debugging

**Year 2** – career

**Year 3** – egyptian

**Year 4** – rebellion

**Year 5** – corrode

**Year 6** – manipulative

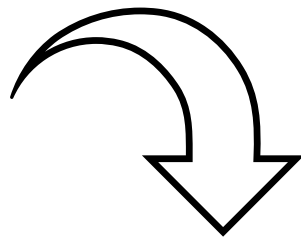
Dating apps have grown rapidly in popularity since their introduction, transforming the way many of us meet new people and form relationships. While these platforms are typically restricted to an audience of over-18s, there are still children and young people attempting to make use of them and exposing themselves to their risks – from online harassment to outright abuse.

As a parent or educator, it can be daunting to navigate this complex and ever-evolving landscape, and to know how best we can support and protect youngsters who are accessing dating apps. This guide breaks down the risks associated with these platforms and offers expert advice on how to safeguard children from such online safety concerns.

### **Sources**

<https://www.themix.org.uk/>

<https://news.northwestern.edu/stories/2018/may/gay-male-teens-use-adult-hookup-apps-to-find-friends-partners/>





# What Parents & Educators Need to Know about ONLINE RELATIONSHIPS & DATING APPS

## WHAT ARE THE RISKS?

Dating apps are used to help people find new relationships – whether casual or more long term – matching users based on age, interests, gender and more. Some may consider dating apps harmless to under-18s because they aren't able to use them, but effective age verification measures are quite scarce, and it's been known for young people to end up on apps of this type.

### EASE OF ACCESS

The relatively lax age verification process of many dating apps makes them incredibly accessible to children who really shouldn't be using them. This carries the obvious risk of exposing under-18s to a dating scene populated by adults – who may not even be aware of the young person's true age. This is concerning when we consider the 'hook-up culture' common on these apps – with many people using them to arrange casual sexual encounters.

### CONTACT AND CONDUCT RISKS

Once someone is active on a dating app, their social media profiles can be linked to the app and might be accessed by others. This can lead to random users 'sliding into their DM's' (sending a direct message) without consent. Complete strangers could start bombarding a young person's inbox with pictures, messages and sexual comments.

### SCAMS AND SEXUAL EXPLOITATION

Some young people may feel they've formed a real bond with someone through online dating, but there's always a risk that it's not genuine. Scammers on these apps often build romantic connections with their victims – then once they feel they have their victim's trust, they begin asking for money under false pretences (such as suggesting they meet in person and requesting a 'loan' to cover a train ticket).

### UNVERIFIED ACCOUNTS

As with all online interactions, you may not be talking to whom you think you are. Without paying a subscription, users of dating apps can often only view a certain number of profiles at a time. A TikTok trend has advised young people to set their age limit to 80 years and over – putting them in a sparse and more 'exclusive' category to bypass the usual restrictions. Unfortunately, this can lead to matches with someone much older.

### PEER PRESSURE

The pressure to be in a relationship can be huge, and many young people use online dating apps as a cost-effective way to meet others. Some users find it difficult to meet people organically due to their lifestyle, and may not have the time or money to go out and socialise. It's also common for young people to set up accounts for their single friends in the hope of finding a match for someone they know.

### SKewed PERSPECTIVES

Dating apps can promote an unrealistic view of what makes someone attractive. With such vast options, some users can become both picky and extremely harsh about others' appearance. Ultimately, all you see on these apps are pictures (with no insight into someone's personality), and some young people struggle with the fear of being judged. Even when someone does start dating, there's a persistent paranoia that their partner is only one swipe away from a potentially better match.

## Advice for Parents & Educators

### TALK ABOUT DATING APPS

Let young people know that they can talk to you about anything, even something as private as their dating life. At school, the relationships, sex and health curriculum can assist with conversations around healthy relationships, consent and online safety. Emphasise the message that you want to help them make healthy, safe and informed choices. If they feel embarrassed talking to you, make sure they have a trusted adult who can help them.

### ENCOURAGE DATA PROTECTION

Empower young people to protect their data and personal information. Explain why including things like their school, age and surname in their profile could potentially be dangerous. Make sure they know never to give out personal details, and that there's no reason for other users to ask for them. If they feel uneasy about a situation online, they need to speak to someone that they can trust.

### VERIFICATION STAMPS

Explain that someone using a dating app should only communicate with those who have gone through a verification process. Online dating apps use a variety of methods to ascertain a user's identity, including scanning valid documents (such as a driver's licence or passport). Verification can also involve users taking a selfie to ensure that the photos on their profile match it.

### REPORT AND BLOCK

Remind young people that they can always report or block (or both) anyone who makes them feel uncomfortable on any platform. Ask if they know how to do this and offer to help them figure it out if they're unsure. Every app should have advice on how to report or block another user, so be sure young people are familiar with the settings.

### Meet Our Expert

Rebecca Jennings works at RAISE ([www.raiseducation.org.uk](https://www.raiseducation.org.uk)) in the field of relationships, sex and health education, providing educational, age-appropriate workshops for pupils around the more sensitive areas of the curriculum – including online safety and healthy relationships.



The National College®

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/online-relationships-dating-apps>



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