



Allanson Street News

20th March 2026

Our value this month is:
Independence



IS MY CHILD TOO ILL TO GO TO SCHOOL?

- | | |
|--------------------------|-----------------|
| ✓ Minor coughs & cold | ✓ Ear infection |
| ✓ Sore throat | ✓ Cold sores |
| ✓ Conjunctivitis | ✓ Tonsillitis |
| ✓ Respiratory infections | ✓ Head lice |

GO TO SCHOOL



- | | |
|------------------------|-----------------|
| ✗ Whooping cough | ✗ Covid |
| ✗ High temperature | ✗ Flu |
| ✗ Chickenpox | ✗ Scarlet fever |
| ✗ Diarrhoea & vomiting | ✗ Measles |

STAY AT HOME



Dates for your diary

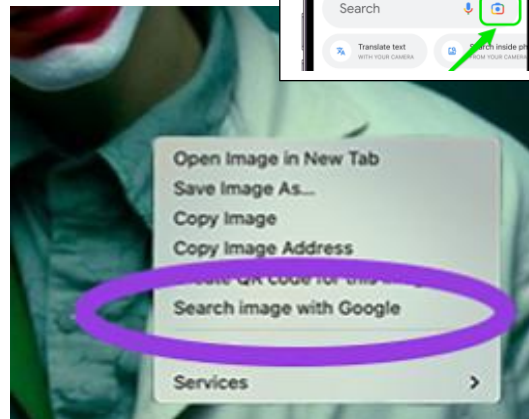
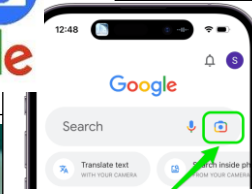
- 27th March- school closes for Easter
- 13th April- school reopens for Summer 1

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**.

How to
**FACT-CHECK
IMAGES** with
Google



This Week's Highlights

In Nursery we have focused our learning on the story "The Very Hungry Caterpillar". The children have sequenced the images from the story and recalled key phrases from the story. The children had the opportunity to explore the fruits that the caterpillar ate and helped to prepare a fruit salad with them. We are looking forward to our delivery of caterpillars after the holidays so that we can watch them grow into butterflies.

In Reception we have been learning all about animal prints and why they are important to keep them safe. We have been practising our printing techniques by copying animal prints and also creating our own with different colours. We have been learning about doubling in Maths and understanding that both parts have to be equal.

In Year 1 we have been writing our instructions for how to look after a star in English. In Maths, we have been learning about mass and weight and comparing heavier and lighter objects using balance scales. In History we have been learning about Mary Seacole and how she set up a place in Crimea for soldiers to heal up called the British Hotel. We have also been learning about Eid during our RE lessons and how Muslims follow the prophet Muhammad.

In Year 2 we have been thinking about the aftermath of the Great Fire of London and the changes that were made to keep people safe after the disaster. We have used our historical knowledge to examine the diaries of famous people like Samuel Pepys to plan our own diary entries. We have been working hard in Science too, thinking about the way that different living things adapt to their habitats!

In Year 3, we have been writing our biographies about Harriet Tubman in English. We have also been working exceptionally hard on our maths assessments this week. In DT, we have finished making our shell structure packaging for some Allanson Street biscuits and in geography, we have been finding out how volcanoes are formed.

In Year 4, we have been writing our biographies about Harriet Tubman in English and have been working incredibly hard on our maths assessments. In DT, we have finished making our shell structures for our biscuit packaging and in geography, we have been finding out about how volcanoes are formed.

In Year 5 we have enjoyed learning about EID in RE. Our question was Why Is the Qu'ran Important to Muslims? We learnt that the Holy of Islam is the Qu'ran which is the literal word of Allah. We also learnt about what Muslims believe 'Angel's' are and how they are different to humans. In English, we have been researching all about Hurricanes in preparation to write our own information text!

In Year 6 we have been working hard in all lessons. In reading, we have been learning about revolutionary women. In maths, we have been continuing our shape unit and in English, we have been revising and learning lots of grammar, punctuation and spelling facts and learning how to apply it to our writing.

This Week's Value Stars!!



Nursery: Miles C, Sarah, Daisy, Dominic	Reception: Otis, Olivia Pa. Takudzwa, Rose
Year 1: David, Mason, Maddison, Teddie, Chloe	Year 4: Theo T, Bella C, Jackson F, Olivia W
Year 2: Harry L, Victoria, Michael, Matilda	Year 5: Ivan, Joeshan, Krysta, Ryley
Year 3:	Year 6: Eidenas I, Ruby T

Weekly Winners

The top Reading Plus readers this week are:

- 1st Y5GW (25/26)
- 2nd Y6JM (25/26)
- 3rd Y4MM (25/26)
- 4th Y3MC (25/26)
- 5th Y4EH (25/26)



Mathswizz

Most Improved:

- 1st Y6JM
- 2nd Y6KK
- 3rd Y2 TE
- 4th Y5 GW
- 5th Y5 EK



- Nevaeh W
- Ruby-Jo T
- James P
- Lucy P
- Oliver P

Attendance



Nursery 90.9%

RKL 98.6% RLB 96.7%

KS1 –

Y1PT 93.9% Y1LA 94.4%

Y2TE 96.3% Y2LW 93.7%

LKS2 –

Y3MC 90.7% **Y3NO 96.7%**

Y4EH 93.1% Y4MM 86%

UKS2 –

Y5EK 94.7% Y5GW 93.7%

Y6JM 92.1% Y6KK 95.5%

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – measure

Year 3 – biography

Reception – double

Year 4 – consequently

Year 1 – mass

Year 5 – hurricane

Year 2 – adaptation

Year 6 – revolutionary



BREAKFAST WITH THE BUNNY

1 APRIL
2026

10am-12 Noon

FREE ENTRY

Breakfast on arrival
Easter Crafts to create & take away
Meet the Easter Bunny in his burrow
Listen to the Easter Story
Receive a Chocolate Gift from the Bunny

Derbyshire Hill Road, St Helens, WA9 2LH

For more information call: 01744 753627

MULTI SPORTS CAMP

St John Vianney Catholic Primary
School St Helens
31st March, 1st, 2nd, 3rd April
9am-1pm

FREE

Open to Rec - Year 6

Come and experience:

- Football
- Dodgeball
- Jagtag - American football
- Funetics - **Fun** athletics
- Tennis
- Plus much more!!



Sign up
through
our QR
code here



Violent clips, online ‘wars’, and shock-value challenges can spread rapidly across social media feeds – **often appearing in front of young people who weren’t actively looking for them.** This guide explains how algorithms, messaging groups and viral trends can expose children to real-world violence online, sometimes normalising harmful behaviour or encouraging risky offline actions.

It also highlights the emotional, social and legal risks linked to engaging with violent content. From anxiety and community fear to the dangers of sharing or promoting violent posts, the guide offers practical advice for parents and educators on discussing online safety, understanding the law, and helping young people respond positively and responsibly.



What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 91% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

WHAT ARE THE RISKS?

ALGORITHMIC EXPOSURE

Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.

WEAPONS AND CRIMINAL RISK

Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection'; however, carrying a weapon increases the risk of victimisation (harm and injury by others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.

SHARING VIOLENT CONTENT

Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.

FEAR, ANXIETY, AND MARGINALISATION

Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, attacks, and fights – or content that appears to glamorise gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also create disproportionate harm for children belonging to those groups.

AVOIDANCE AND ISOLATION

Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in avoidant and isolating behaviours, which may negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling judged for spending time together in large groups, which may affect their social interactions and leisure time.

Advice for Parents & Educators

STAY INFORMED

Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Remind them never to share violent content online and to speak to a trusted adult instead.

TALK CRIME AND SAFETY

In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: "What could you do if you feel unsafe?" Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.

Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.



DISCUSS SOCIAL MEDIA

Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost where to get support and advice, such as reportharmfulcontent.com.

ENCOURAGE POSITIVE ACTION

Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via childline.org.uk.



