

Our value this month is:

Aspiration



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

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**.

Be a pineapple.

Stand tall, wear a crown
and be sweet on the inside.



What have we been doing this week?

Reception- This week we have loved reading the story 'Five Minutes Peace' and began our Drawing Club activities. We have had great fun exploring our adventurous vocabulary as we have moved 'stealthily' around the room and 'plonked' things down. In maths we have been subitising up to 3 and using our fingers to show 1,2 and 3 quickly.

Year 1- We have been reading our new class story 'Old Bear' and have been thinking about how the characters would be feeling throughout the story and writing a whole class list poem. In Maths we have been making and using number lines as well as working on our number formation. We have learned about different materials in Science and made predictions about old toys in History.

Year 2- We have been completing our independent writing to create a friendship narrative. In Maths, we have identified 1 more/less and 10 more/less than a given number. In Geography, we named and located the 5 oceans of the world. In PE, we have been taking part in lots of games to develop teamwork skills.

Year 3- We have enjoyed some role play, using our text 'The iron Man', we have also done a character description of him. In maths, we have consolidated our work on place value with some problem solving. We have loved learning about achievements from the Stone Age in history.

Year 4- We have learned about how to read music this week, beginning with a for beat semibreve note. In Science we have been using keys to classify animals by their key characteristics and enjoyed making up clues for our friends to follow and 'find the animal'. We have also been working hard in English to write our own narrative stories about what happens when you accidentally disappear into a magical world!

Year 5- We have really enjoyed conducting an experiment to see if the size of a parachute affects the air resistance acting upon it. We made parachutes and timed how long they took to reach the ground! In English, we have been working hard on writing our own Space Journey Narrative from the perspective of the Mars rover "Curiosity".

Year 6- We have been thinking like palaeontologists this week in science, as we have used fossils to draw conclusions about creatures from millions of years ago. We have also been looking at the impact WW2 had on British civilians, we have found out about the Blitz, blackouts, conscription and evacuation.

This Week's Value Stars!!



Nursery: Everyone!	Reception: Brody, Caleb, Livia, Christian
Year 1: Myah, Daniella, Eliza, Lottie	Year 4: George, Patrick,
Year 2: Aalayah, Zofia, Brodie, Eliza	Year 5: Thomas, Olivia, Theo, Lily-Mae
Year 3: Ollie, Sophie, Aiden, Oliver	Year 6: Taiwo, Leylan, Joeshan, Ethan

Weekly Winners

The top Reading Plus readers this year, so far, are:

1. Y3NO (26/27)

2. Y3MC (26/27)

3. Y4MM (26/27)

4. Y5RG (26/27)

5. Y4FH (26/27)



Abdul M

Mathswizz

Most used:



1st

Y2NC

2nd

Y5GW

3rd

Y1PT

4th

Y2TE



Mason S

Attendance

School Target:
96%

Nursery 86.7%

RKL 99.5% RLB 95.4%

Y1PT 97.4% Y1LA 99.3%

Y2TE 97.3% Y2NC 91.8%

Y3MC 92.9% Y3NO 97.1%

Y4EH 91% Y4MM 91.8%

Y5RG 89.1% Y5GW 91.4%

Y6EB 90.7% Y6KK 91.3%

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – please/thankyou

Year 3 – Stone Age

Reception – Autumn

Year 4 – society

Year 1 – material

Year 5 – surface area

Year 2 – sculpture

Year 6 – conscription



Mondays 6 - 7pm | Ages 5 - 11

Wildcats Girls Academy

Parkdale FC, Elton Head Road, St Helens, WA9 5XT

**Have
Fun!**

Make Friends

**Play
Football**

**#LET
GIRLS
PLAY**

**CONTACT
DAVE SHIELDS**

davidshields1@sky.com
07894148684

Neurodevelopment pathway drop ins



Mersey Care
NHS Foundation Trust

Come along to one of our drop in sessions in St Helens.

Our team will answer questions you have about the neurodevelopment pathway process.

You don't need to be using our service, you can drop in if you have any questions to ask about this.

We look forward to meeting you.

Tuesdays at Parr Children's Centre and Central Link Family Hub
See details and times below

14 July at Parr Children's Centre, 9am to 12 noon.

8 September at Parr Children's Centre, 9am to 12 noon.

10 November at Parr Children's Centre, 9am to 12 noon.

28 July at Central Link Family Hub, 1pm to 4pm.

22 September at Central Link Family Hub, 1pm to 4pm.

24 November at Central Link Family Hub, 1pm to 4pm.

11 August at Parr Children's Centre, 9am to 12 noon.

13 October at Parr Children's Centre, 9am to 12 noon.

8 December at Parr Children's Centre, 9am to 12 noon.

25 August at Central Link Family Hub, 1pm to 4pm.

27 October at Central Link Family Hub, 1pm to 4pm.

22 December at Central Link Family Hub, 1pm to 4pm.

We work with children and young people with complex neurodevelopmental difficulties, who need an assessment to gain a better understanding of their needs.

Parr Children's Centre, Ashtons Green Drive, St Helens, WA9 2AP

Central Link Family Hub, Westfield Street, (off Peter Street), St Helens, WA10 1QF

If you need more information you can contact us on **01744 415 608** or email: mcn-tr.sthelensneuropathway@nhs.net



Online multiplayer games can be brilliant places for children to play, socialise and share interests, but some gaming communities can become hostile or harmful. This guide explores toxic gaming behaviours including bullying, deliberate sabotage, discriminatory abuse, threats and doxing, as well as the ways these experiences can affect a young person's wellbeing both online and offline.

Parents and educators can play an important role in helping children navigate these challenges. The guide highlights practical steps such as using privacy and communication settings, blocking and reporting abusive players, choosing safer gaming communities and encouraging children to play with trusted friends. Above all, it explains why open conversations about harmful behaviour can help young gamers recognise problems and seek support.



What Parents & Educators Need to Know about TOXIC GAMING

WHAT ARE THE RISKS?

Gaming should be a way for children to have safe fun with their friends. But anonymity and a lack of consequences can mean that corners of online multiplayer gaming are riddled with toxicity that makes them unpleasant at best, and damaging to children at worst.

A 2019 study found 74% of players had experienced harassment in online games, and such behaviour has become increasingly normalised.

GAMING WITHOUT THE FUN

Toxic gaming takes many forms. In live, multiplayer games, players can be targeted by strangers bullying them over voice and text, or deliberately sabotaging their game. It can also be present in spaces outside of the game such as Discord and Reddit, with players gatekeeping their community and making it deliberately unwelcoming to newcomers. In extreme circumstances, it can lead to physical threats, stalking and doxing.

WIDESPREAD TOXICITY

The Anti-Defamation League's 2019 study numbers are stark. At that point, 74% of players had experienced some form of abuse, with 65% receiving physical threats, stalking or sustained harassment. Nearly a third of players surveyed found themselves doxed while playing online, which means private or personal information was shared against their will in an attempt to intimidate or silence.

BIGOTED TRASH TALK

Such toxic tactics are especially prevalent against girls, LGBTQ+ players and players from minority ethnic backgrounds. In all, 53% of respondents reported being targeted based on their race, religion, gender, sexual orientation or disability. Another survey revealed that 88% of openly LGBTQ+ players have been harassed by their communities, while over half of women report using a non-gendered or male username while playing to avoid harassment.

EXTREMIST IDEOLOGIES

Extremist groups have been known to target gaming communities and streaming platforms as a way of spreading propaganda and recruiting young players to their cause. Even in 2019, the ADL's research found that 23% of players had been exposed to white supremacist ideology, with a further 8% exposed to positive views about Islamic State. Disinformation is also a problem, with 13% hearing conspiracy theories about 9/11 and 9% exposed to Holocaust denial.

A SAFE SPACE MADE UNSAFE

This toxic environment can lead to the same feelings of fear, isolation and depression that offline bullying can. Children exposed to toxic gaming can become withdrawn, anxious or irritable. They can struggle with sleep and find it difficult to focus on schoolwork and other pursuits, even after the game has been switched off and they're no longer playing.

COPYING HARMFUL BEHAVIOUR

At the other end of the spectrum, children can mimic the toxic behaviour and language they've seen online in offline settings. If bullying or bigoted chat is normalised as a legitimate part of online gaming, children may end up emulating it offline with classmates, seeing it as harmless banter. This could make other children's lives miserable or leave them feeling isolated at school.

Advice for Parents & Educators

PLAY WITH FRIENDS

While some games rely on playing with strangers to make up the numbers, there are plenty of titles that can be played on a private server with vetted, trusted friends, sidestepping the toxic elements of the wider gaming community. If a child encounters toxic behaviour in others while playing larger games, encourage them to block and report the players responsible.

USE THE GAME'S TOOLS

Many online games provide ways to limit interaction with strangers, either through the global settings on PlayStation or Xbox, or within the game itself. Look at the options, and make it so children can only communicate with their friends. If you can't see this level of control, you can consider disabling chat completely and, where age-appropriate, using a suitable separate service for communication with friends.

TALK TO CHILDREN

Most importantly, if children are gaming online or want to start, talk to them about the risks and how to deal with toxic behaviour. Explain the kinds of behaviour they may encounter, encourage them to report and block, and let them know they can talk to you about any concerns. Where appropriate, you may even want to play alongside them to get a feel for the community yourself.

FIND THE RIGHT COMMUNITY

If your child is at an age where social media is permitted, friendly communities exist. There are online groups for LGBTQ+ players, players from minority backgrounds and girls, where they can chat and find people to play with in more welcoming environments. Not everyone is who they claim to be online, so be sure to discuss the risks of online friendships, and maintain an open dialogue with children to ensure their ongoing safety.

Meet Our Expert

Alan Martin is a technology journalist who has written for publications including Wired, TechRadar, The Telegraph, The Evening Standard, The Guardian and The New Statesman.



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Discord is a hugely popular communication platform where young people can chat, play games and join communities built around shared interests. This #WakeUpWednesday guide explores some of the risks that can come with using it, including contact with strangers, inappropriate content, harassment and the potential for gaming and socialising to become a distraction from everyday life.

The guide also offers practical advice for parents and educators, from using Discord's Family Centre and checking privacy settings to talking openly about suspicious behaviour and reviewing spending controls. It also encourages families to agree on clear expectations around screen time, helping young people enjoy the platform while making safer and more informed choices online.



What Parents & Educators Need to Know about DISCORD

AGE RESTRICTION
13+

(with a 17+ app rating on app stores)

WHAT ARE THE RISKS?

A CHANNEL FOR EVERYTHING

While Discord is strongly associated with video games, it also hosts communities for almost anything you can imagine, such as books, music, influencers, cooking and sport. Some large servers focus on popular games like Minecraft or Fortnite, but many are private, invite-only spaces where friends or communities with shared interests can chat across phones, computers, and gaming consoles.

REAL-LIFE DISTRACTION

Like many social platforms, Discord can become a real time-sink. Although it does not rely on endless scrolling in the same way as some apps, constant messages, group chats, and voice channels can keep young people engaged for long periods, especially in larger servers. As Discord is closely linked to gaming, it may also increase the time they spend playing games.

STRANGER DANGER

Users can choose to stay within private servers with only people they know, but joining public servers will most likely bring them into contact with strangers. Many users are just friendly enthusiasts, yet others could have harmful intentions, including grooming, extortion, or radicalisation. In these types of environments, anyone can claim to be another teenager, which can make it harder for young people to judge who is safe to talk to.

A HARASSMENT RISK

There is also a risk from people a young person already knows in the real world. Bullying in the real world can continue online, and Discord servers can make this feel more intimidating, especially if someone uses anonymous or multiple accounts to carry out threatening behaviours. Because Discord works across computers, phones, and gaming consoles, unwanted contact can follow young people into online spaces that should feel safe and private.

INAPPROPRIATE CONTENT

This huge amount of choice can help young people "find their tribe", especially when they have niche interests. However, because users can create servers around almost any topic, younger users may still encounter unsuitable or distressing content. Even in spaces linked to child-friendly games, Discord cannot directly control every conversation, image, or video shared by other users.

A MONEY DRAIN

Discord is free to use, but users can still spend real-world money on it. This may include Discord 'Nitro', a monthly subscription that unlocks customisation features and larger media uploads, or purchases through the 'Shop' for profile cosmetics and game-related items. Small purchases can add up quickly, especially if spending controls are not in place.

Advice for Parents & Educators

USE FAMILY CENTRE

Parents and carers should make use of Discord's 'Family Centre', which gives an overview of a younger user's activity while respecting their privacy. Messages are not shared, but adults can view an activity feed and receive weekly email summaries. Discord says this is designed to support conversations about online behaviour, rather than be about constant monitoring.

CHECK, TALK, REPORT

Review Discord's privacy settings together, including who can send them friend requests or private messages. Use this as a chance to talk to them about privacy, privacy, and personal information, making sure young people know to question suspicious behaviour, such as requests to keep conversations secret. Show them how to block and report these kinds of users and reassure them that asking for help will not get them into trouble.

MANAGE TIME ONLINE

Agree clear expectations around when and how Discord can be used, especially during homework, bedtime, and family time. Encourage young people to turn off unnecessary notifications and leave servers that feel overwhelming. If Discord is mainly used alongside gaming, discuss healthy limits for both activities so that schoolwork, sleep, and offline friendships are not affected.

REVIEW SPENDING CONTROLS

Talk openly about paid features such as Discord Nitro, profile cosmetics, and in-game purchases. Make sure the young people in your care understand that digital items still cost real money. Check payment settings on the device they use, avoid storing card details where possible, and consider adding approval requirements for purchases, particularly for younger or more impulsive users.

Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tom's Guide, The Evening Standard, and The New Statesman.



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