

Our value this month is:

Respect



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

- Mon 2nd Nov- School reopens

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.



COVER Your Coughs and Sneezes



If you don't have a tissue, cough or sneeze into your sleeve or elbow.

Thank You!

What have we been doing this week?

Nursery- we listened to the story "We're going on a leaf hunt", listened to Vivaldi's "Autumn" and learned about the season of Autumn as we explored our Nursery garden. The children have also collected leaves and talked about their colour, size and shape. The children enjoyed painting and printing with the leaves.

Reception- This week in Reception we have continued to learn about Autumn. We read the story Room on the Broom in Drawing Club and had lots of fun designing our own magical broomsticks. We read the story Rosie's Walk in maths and explored positional language like over, underneath, through and across. We also read the story Pumpkin Soup and discussed it is important to show kindness to each other.

Year 1- This week we have finished writing our retelling of the Old Bear story in English. In Maths we have been exploring the composition of the number 8 and used these to make addition and subtraction number sentences. In History we looked at old technology that our grandparents and parents would have used when they were younger. We enjoyed our last Forest School of the Year and were making toast.

Year 2- This week we have been adding 2-digit and 1-digit numbers together. We have used our number bond knowledge to help. In PSHE we have been thinking about our feelings and emotions, and ways to help if we are in different situations which could cause us to feel worried or nervous. We talked about speaking to our friends and adults to help. In DT we have been tasting different fruits to help us decide which ingredients we would like to add to our own fruit smoothies.

Year 3- This week the children have enjoyed completing their trap plans for the Iron Man. In Maths, they have worked hard on adding hundreds to 3-digit numbers using number lines, counters and column method. In Science, the children have been excited in planning to make a dark den after exploring Opaque, translucent and transparent materials.

Year 4- This week we have enjoyed food tasting as we prepare to make our own hotpot after half term! The children have also worked hard to consolidate their addition skills in Maths and in History we learned about the importance of the Gods to the Ancient Maya and the many ways they worshipped them, including making human sacrifices.

Year 5- This week the children have enjoyed starting our new science topic all about Space. The children worked really hard researching different information about the planets and enjoyed sharing their knowledge with each other. The children have also enjoyed "The Magic Stick" performance in the hall.

Year 6- This week we have finished our Thank-you letters in English and continued our learning on the impact of World War 2. We also looked at how people came to the country on The Windrush, to help rebuild Britain in History.

This Week's Value Stars!! ★

Nursery: Hunter, Luca	Reception: Rosie, Arlo, Lilith, Carter
Year 1: Adam, Takudzwa, Luna, Jamie	Year 4: Bailey, Gracie, Hunter, Anna
Year 2: Savannah, Junior,	Year 5: Savannah, Martin, George, Erin
Year 3: Layanne, Arianna	Year 6:

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. Y4EH (26/27)



Musbau A

Mathswizz

Most used: ★

1st

Y6KK

2nd

Y3NO

3rd

Y6EB

4th

Y2NC



Ivan

Attendance

School Target:
96%

Nursery 84.9%	
RKL 98.9%	RLB 92.6%
Y1PT 97%	Y1LA 95.2%
Y2TE 98.2%	Y2NC 94.8%
Y3MC 92.1%	Y3NO 94.5%
Y4EH 91%	Y4MM 95%
Y5RG 88.6%	Y5GW 86.4%
Y6EB 93.3%	Y6KK 92.8%

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – Autumn

Reception – carve

Year 1 – technology

Year 2 – aviation

Year 3 –

Year 4 – famine

Year 5 – inverse

Year 6 – dilapidated

Spooktacular Workshops

Join Breathe Buddies for a Spooktacular Workshop!

Get ready for a **scarily good**
interactive story, **spooky breathing**
exercises and lots of fun! Then make
your very own **pop-up ghost** to take
home and put your new breathing
skills to the test.

Dates and Venues

26/10/2026	10:30am	Sutton Family Hub
27/10/2026	1pm	Parr Children's Centre
28/10/2026	9:30am	Newton Family Hub
29/10/2026	10:15am	Newton Library
	1pm	Central Link Family Hub
	3pm	Eccleston Library
30/10/2026	10:30am	Haydock Library
	2pm	Thatto Heath Library

Free to attend!
Suitable for all ages.

St Helens Library Service Chatterbooks



Love books and stories?
Come along to Chatterbooks!

Our weekly children's reading club
is packed with book-inspired fun.
Share your favourite reads,
make new friends, take part
in activities and discover
new stories together.

3:30pm

Eccleston Library: Thursdays

Haydock Library: Thursdays

Moss Bank Library: Thursdays

Newton-le-Willows Library: Fridays



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St Helens Library Service

Imagination Club

Saturdays, 10:30am
Newton-le-Willows Library
& St Helens Library

Build, create, sing,
listen and play!

From amazing LEGO
creations to colourful crafts
and magical stories, there's
something for every young
imagination. Where will your
next adventure take you?



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ST HELENS LIBRARY SERVICE

CONSTRUCTION CLUB

3:30PM

Chester Lane Library: Fridays

Eccleston Library: Tuesdays

Haydock Library: Tuesdays

Moss Bank Library: Fridays

Newton-le-Willows Library: Tuesdays

St Helens Library: Fridays

Thatto Heath Library: Mondays



Get your brain
thinking and hands
moving at Construction Club!
Rise to the challenge and
help us build our project of
the week using bricks,
blocks or other
materials.



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GET
CREATIVE!

ST HELENS LIBRARY SERVICE

CRAFT CLUB

3:30PM

Chester Lane Library: Mondays
Eccleston Library: Mondays
Haydock Library: Fridays
Moss Bank Library: Mondays
Newton-le-Willows Library: Mondays
St Helens Library: Tuesdays
Thatto Heath Library: Tuesdays

**Craft Club includes accessible craft sessions fortnightly.*

Get inspired by
books, stories and
characters and enjoy
the satisfaction of
making something
with your hands!



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THE SMILE SQUAD



ARE COMING TO ST HELENS!



Monday 26th October 2026



10 to 1pm



Sutton Family Hub



01744 673445



childrenscentres@sthelens.gov.uk

Deepfakes use AI to create convincing fake images, videos and audio recordings, making it appear that someone has said or done something they haven't. As this technology becomes increasingly accessible, young people face growing risks from online bullying, fabricated explicit images and sophisticated impersonation scams.

From bogus celebrity endorsements to cloned voices and digital blackmail, deepfakes can have serious consequences for unsuspecting victims. With children potentially becoming both targets and creators of this misleading content, understanding the dangers is essential. Our guide explores the risks and offers practical advice on spotting deepfakes, protecting personal information and encouraging responsible AI use.

<https://www.bbc.co.uk/bitesize/articles/zkrmmfr>



What Parents & Educators Need to Know about DEEPPFAKES

A deepfake is a piece of artificial intelligence (AI) trickery designed to make you believe that a person has said or done something they haven't. AI models are able to use audio, video and photos of a subject to produce misleading mimics. Initially unsophisticated and easy to spot, deepfakes are improving every day. And with the spread of user-friendly AI, it's easier than ever for children to make their own, or be the unsuspecting target of them.

WHAT ARE THE RISKS?

A BULLYING RISK

AI has got easier to use and more widespread, making it a "gift" to bullies. Children can generate fake audio of peers saying damaging things, or pictures of them doing something embarrassing. More disturbingly, Metro recently highlighted cases where fake sexualised images of teens are spread through social media. Mainstream apps don't allow this usage, but with AI becoming widespread, easy-to-use sites without guardrails keep emerging for darker uses.

FAKE FAMILY SCAMS

With a few seconds of audio — from an Instagram reel or TikTok — scammers can clone a person's voice. They can then use this to scam relatives with phone calls asking for money or assistance. This is a widespread tactic for scammers, with the FBI reporting 22,000 such cases in 2025, defrauding victims out of \$893 million that year alone.

FAKED CELEBRITY ENDORSEMENTS

With the technology getting easier to use and public figures having lots of clips for training, celebrities are a frequent target. According to McAfee, the most deep faked celebrities are Taylor Swift, Scarlett Johansson, Jenna Ortega, Sydney Sweeney and Sabrina Carpenter, and their AI dopelgangers are usually pushing scams. Even YouTuber MrBeast has been deepfaked by scammers on TikTok. It can be used for propaganda too, making politicians appear to do or say things to improve or harm their reputation.

EXTORTION RISK

You might not be the one being tricked by a deepfake — you could also be the star of it. Blackmail videos are as old as film itself, but with deepfake technology you don't have to have done anything wrong to be a target. A deepfake video showing a person in an uncompromising position could make the victim pay up, even when the content never happened.

Advice for Parents & Educators

KEEP PROFILES PRIVATE

To make a convincing deepfake, you need a supply of images, audio or video of the subject. That means that most non-celebrity victims are targeted via social media where there's a ready-made repository of media to train a deepfake from. Most social media companies have privacy settings to prevent unauthorised access. Enable these to keep strangers and bullies away.

USE RESEARCH AND COMMON SENSE

Even perfect deep fakes rely on trust, so think critically. If it's someone you know claiming to need help, then ask them to prove they're who they say they are with an inside joke. For public figures, try Googling the person along with a bit of the contentious speech in quotation marks. Also question why you're seeing the video. If it's a paid promotion, then ask yourself who's paying and why. If someone is sharing the clip, do they dislike the target?

KNOW WHAT TO LOOK FOR

While deepfakes are getting harder to spot, there are still telltale signs to look out for. Deepfake creation can leave blurry edges and flickering textures, especially around hair and teeth. It can also look too sleek, with models often trained on professional video. Make sure the mouth shapes match the spoken words, too. As for audio, listen out for mispronounced phrases and a slightly unusual, robotic rhythm of speech.

TALK TO YOUR CHILDREN

As well as emphasising the need for privacy and to not trust everything they see online, it's important to ensure children realise why deepfakes are problematic in the first place. With deepfake technology getting more accessible and easy to use, children can start using the technology to make deepfakes of schoolmates, teachers or other adults. Ensure they're aware of the serious trouble the technology can cause, and the ethical problems of manipulating someone's image without consent.

Meet Our Expert

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



#WakeUpWednesday

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