



Dear Parents and Carers,

We would like to welcome our new Year 3 parents to our wonderful school community, your children have settled in absolutely fantastically!

It has been a busy start to the term with lots going on in school, we have had the Kent Test in Year 6 along with a fantastic residential trip to the Challenger Troop site. We have had a community lunch with our local elderly residents, who were served food by our newly elected School Council. The Dogs Trust has also been in school to visit our Year 3 Children, along with Fire Safety talks across the school. The Year 4 pupils have also been to the Beaney for their History trip.



In our assemblies we have been talking about the school value of belonging and what it means to belong and how we can help others to belong, welcoming new people to our community. We have also been looking at how we can fill up other people's buckets with kindness and how small kind deeds can make a difference to everyone's day. Thank you to Year 6 classes for their fabulous assemblies – which have given them all an opportunity to perform.

We hope you have a lovely half term.

Laura Cutts and Sarah Heaney, Headteachers



We thought it was really important that we shared some parent feedback from the parent survey that we did at the end of the academic year. Thank you so much for taking the time to fill in the information, over half of our parents filled in the survey, it is really helpful for us to know what we are doing well and what we need to improve.

- **94%** of parents said that their child was happy in school.
- **91%** of parents said that they would recommend the school to another parent.
- **92%** of parents said that when they have raised concerns they have been dealt with properly.
- **89%** of parents said that their child feels a sense of belonging in the school.
- **98%** of parents said that their child can take part in clubs and activities in the school.
- **85%** of parents said that their child does well at school.
- **85%** of parents said that the school makes sure that their pupils are well behaved.
- **85%** of parents said that if their child has been bullied this has been dealt with effectively.

In terms of our areas of development, we had feedback from parents about sharing more detailed information about how their child is doing, along with ensuring that we continue to set high expectations for those pupils. This is something we will continue to develop.

We also spoke to our children and they showed an increase in positive responses from the previous year. They told us they loved golden time, the games we play at lunch and break and the school environment. What they wanted to see more of were: practical interactive lessons, especially science, an improvement in the toilet facilities and every child to have excellent behaviour in school.

Well done to our handball team!



On the 1st October, Year 6 attended a handball tournament at Canterbury Academy. There were 14 teams there and 8 in SSJS' group. The SSJS team won all their matches and made the final. They lost their final game against Blean, but came second overall! Miss Carey said that they played fantastically together and that she was very proud of their achievements.

SAFEGUARDING

We have noticed increased instances of pupils interacting on social media in potentially harmful ways outside of school. Please do look at our website which shows a number of resources to support safe internet use online. If you have concerns please do speak to a DSL in school.

<https://ststephensjuniorschool.co.uk/pupils/e-safety/parent-resources>



Kaia is looking forward to working with lots more children next term! We have new groups up and running and all our Year 3 children will have had The Dogs Trust workshop training.





National Online Safety

7 questions to help you start a conversation with your child about online safety

#WakeUpWednesday



1



Which apps/games are you using at the moment?

THIS WILL GIVE YOU A GOOD OVERVIEW OF THE TYPES OF THINGS YOUR CHILDREN ARE DOING ON THEIR DEVICES, ALONG WITH THEIR INTERESTS. REMEMBER THAT THEY MIGHT NOT TELL YOU EVERYTHING THEY ARE USING, SO IT IS A GOOD IDEA TO ASK THEM TO SHOW YOU THEIR DEVICE, BECAUSE NEW APPS AND GAMES ARE RELEASED REGULARLY. IT IS IMPORTANT TO HAVE THIS CONVERSATION OFTEN TO ENSURE YOU ARE UP TO DATE WITH WHAT THEY ARE DOING.

Which websites do you enjoy using and why?

AS IN THE TIP ABOVE, ASKING THIS QUESTION WILL ALLOW YOU TO FIND OUT WHAT YOUR CHILD IS DOING ONLINE, AND ENCOURAGE POSITIVE CONVERSATIONS ABOUT THEIR ONLINE ACTIVITY. ASK THEM HOW THEY USE THE WEBSITES, AND TAKE AN INTEREST IN HOW THEY CAN USE THEM IN A POSITIVE WAY. ALSO ASKING THEM TO SHOW YOU IF POSSIBLE.



2

3

PLAY AGAIN?
YES NO

How does this game/app work?
Can I play?



SHOW A GENUINE INTEREST IN WHAT THEY ARE DOING. WHILST YOU ARE PLAYING A GAME OR USING AN APP WITH THEM, IT MIGHT HIGHLIGHT SOMETHING THAT THEY DON'T NECESSARILY THINK IS A DANGER TO THEM. IF THEY ACT LIKE THEY DON'T WANT TO SHARE THEIR ACTIVITIES WITH YOU, QUESTION WHY.

Do you have any online friends?

CHILDREN CAN FORM POSITIVE RELATIONSHIPS WITH PEOPLE ONLINE, AND THIS HAS BECOME MORE COMMON THANKS TO ONLINE MULTI-PLAYER OPTIONS, BUT THEY MAY NOT FULLY UNDERSTAND THE DIFFERENCE BETWEEN A FRIEND AND A STRANGER. YOU COULD MAKE THE QUESTION MORE SPECIFIC TO YOUR CHILD, FOR EXAMPLE: "HAVE YOU MET ANYONE ONLINE THAT YOU LIKE TO PLAY GAMES WITH?" THEY MAY NOT WANT TO SHARE THIS INFORMATION WITH YOU, SO ENSURE YOU TEACH THEM ABOUT HEALTHY RELATIONSHIPS.



4

5



Do you know where to go for help?

ALTHOUGH YOU MAY BE THE ADULT THEY TRUST THE MOST, SOME CHILDREN STRUGGLE TO TALK ABOUT WHAT HAPPENS ONLINE DUE TO CONFUSION OR EMBARRASSMENT. BECAUSE OF THIS THEY MAY STRUGGLE TO APPROACH THE NORMAL PEOPLE WHO WOULD HELP, SUCH AS YOURSELF OR A TEACHER. HAVE A CHAT TO YOUR CHILD ABOUT EXACTLY WHERE THEY CAN GO FOR HELP, AND HOW THEY CAN REPORT ANY ACTIVITY THAT THEY BELIEVE IS INAPPROPRIATE ONLINE.

Do you know what your personal information is?

YOUR CHILD MAY ALREADY KNOW WHAT THEIR PERSONAL INFORMATION IS BUT THEY MIGHT NOT THINK ABOUT HOW IT CAN BE SHARED. HAVE A CONVERSATION ABOUT WHAT PERSONAL INFORMATION IS AND HOW THIS CAN AFFECT THEM IF IT IS SHARED BEYOND THE INTENDED RECIPIENT. IT IS IMPORTANT THAT YOUR CHILD UNDERSTANDS THE DANGERS OF SHARING CONTACT DETAILS OR PHOTOS, AS INFORMATION SUCH AS THIS CAN SPREAD QUICKLY ONLINE.



6

7

Do you know your limits?

CHILDREN MAY NOT UNDERSTAND THE NEGATIVE IMPACTS OF DEVICE OR GAME ADDICTION. TALK TO THEM OPENLY ABOUT HEALTHY HABITS AND ASK WHETHER OR NOT THEM SPENDING TIME ONLINE OR PLAYING A GAME IS AFFECTING THEIR SLEEP, PERFORMANCE AT SCHOOL OR IF THEY ARE GENERALLY LOSING INTEREST IN OTHER ACTIVITIES. YOU MAY LEAD ON TO ENCOURAGING ALTERNATIVE ACTIVITIES AND DISCUSSING THE INTRODUCTION OF TIME LIMITS WHEN AT HOME.

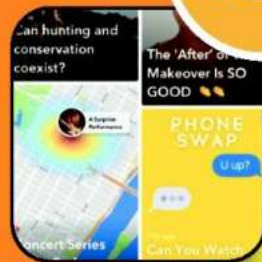




Snapchat is a photo sharing app for mobile phones and tablets. The app allows users to share images, videos and chat with friends. Users can share images and videos directly to specific friends, or through a 'story' shared with their entire friend list, which documents the previous 24 hours. In a study, Snapchat was ranked the 4th most negative app in terms of having an impact on young people's health and wellbeing, with children feeling that they can use the app Snapchat to "make you look pretty."

13+

RESTRICTION



What parents need to know about SNAPCHAT



EXPOSING YOUR CHILD'S EXACT LOCATION

The 'Snap Map' lets you share your EXACT location in real-time through a map on the app. The user's location updates when the app has been opened on the device. There is a warning on the Snapchat website about uploading images and videos to 'Our Story', stating that "snaps you submit to 'Our Story' can still show up on the Map, no matter which location setting you choose." When uploading to 'Our Story', your child's image or video could appear in "Search results and Stories on or off Snapchat - today or in the future."

LENS EXPLORER

The 'Lens Studio' on Snapchat gives users the freedom to use their imagination to design their own filters for themselves and others to use. Snapchat states that the lenses users create "must comply with our Lens Studio Submission Guidelines and Community Guidelines and must be appropriate for Snapchatters ages 13+." The 'Lens Explorer' in the app now enables users to choose from thousands of these creations to alter their snaps. Anyone can create a lens for Snapchat, which gives opportunities for age-inappropriate content to be uploaded.

SCREENSHOTS & SAVED MESSAGES

While Snapchat's gimmick is that all photos, videos and text disappear eventually, users still have the capability to screenshot or record anything which has been sent to them. Users may sometimes forget that screenshots are possible and send a compromising image or message to somebody who they think they trust. They may also accidentally send an image or message to somebody who they do not trust. Simply by pressing and holding a message, the user is able to save a message they have received, which can be screenshotted or used against them at a later date.

SNAPSTREAKS & ADDICTION

'Snap Streaks' are gained when snaps have been sent back and forth consecutively between friends. The longer that snaps are sent between users, the longer the streak becomes. Furthermore, Snapchat rewards users who have achieved high Snap Streaks, by gifting emojis, adding incentives for users to keep the streaks. Children invest time into making their streaks as long as possible, which can put an incredible amount of pressure on both themselves and their friendships.

SEXTING

Due to 'Snaps' disappearing, (users can even send a one-second photo or video), Snapchat has become the chosen platform for children and young people to send sexually explicit images or 'selfies'. Once a photo/video has been screenshotted, or recorded using another device or software, this can lead to further dangers, such as blackmail and cyberbullying. It is illegal to make, possess, download, store and share sexual images, photos and videos of a person under the age of 18. This also includes any sexual images, photos and videos that a child may have taken of themselves. However, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed, but taking formal action isn't in the public interest.

SNAP ORIGINALS

Through 'Snap Originals', users can watch content which has been created by Snapchat on the app, including comedy shows, drama, news and more. Additionally, there are new lenses and filters available, inspired by the 'snap originals' shows. This is another feature to encourage addiction.



Top Tips for Parents



THE RISKS OF SEXTING

It can be slightly awkward talking about this topic with your child, but if it helps them protect themselves, it is worth it. Talk to them about the consequences of sexting and make sure that they're aware of the risks. Ensure your child knows that 'Snaps' can be screenshotted. Teach them that if they post anything potentially embarrassing or harmful (either of themselves or someone else) it can have severe consequences as the message, image or video can be shared further.

REPORTING A STORY, LENS, FILTER, SNAP OR MESSAGE

If your child comes across inappropriate Snapchat content sent directly to them or in another person's story, advise them to report it immediately. This may include an inappropriate lens, filter, message or snap. To report an offensive lens, they should open the app and select the lens they want to report. An info button will appear above the lens. Click this, followed by the flag icon. This will send a report to Snapchat for further investigation. Reports can also be made on the Snapchat support website: support.snapchat.com.

USE 'GHOST MODE'

We highly recommend enabling 'Ghost Mode' on the app so that your child's location will no longer be visible to anyone on the Snap Map. To enable this, go onto the Snap Map and tap the cog in the top-right corner. Here, change the setting to 'Ghost Mode'.

HOW TO DELETE A MESSAGE

Advise your child never to send any negative messages (or images through gallery in the chat on the app) as screenshots can still be taken. You should also advise your child to screenshot any negative comments they receive as the sender can also delete them. To delete a message, simply press and hold the sent message and press delete.

TURN OFF 'QUICK ADD'

'Quick Add' helps friends find each other on the app. This is based on mutual friends or if their number is in their phone book. Explain to your child that this feature can open up their profile to strangers. We highly recommend that your child turns off the 'Quick Add' feature. This can be done in the settings.

RESTRICT STORY VIEWS

Your child can add videos and images to their 'Story' throughout the day which will last for 24 hours. By default, anyone in a user's friends list can see their story. We recommend checking the privacy settings to ensure that this has not been edited. This can simply be done in the app's settings under the 'Who Can View My Story' section. The options to choose from are 'My Friends', 'Everyone' or 'Custom' - we suggest that it is set to 'My Friends'.



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National Online Safety

A whole school community approach to online safety
www.nationalonlinesafety.com

Email us at hello@nationalonlinesafety.com or call us on 0800 368 8061

Tuesday 15th October

Stonehenge

Today we have been learning about the mystery of Stonehenge. We have discussed where and why Stonehenge was built. We thought about questions we wanted to know the answer to before we started the lesson. We then made our own biscuit Stonehenge and reflected on what we had learnt!

K	W	L
What I know	What I want to know	What I learned
<ul style="list-style-type: none">- it is in England- the stones are in a circle	<ul style="list-style-type: none">- Who built Stonehenge?- Did people live at Stonehenge?- How did they build it?- What was inside the circle?	<ul style="list-style-type: none">- 500 men pulled 1 stone- it was a temple- there was a wood henge before Stonehenge- people worshiped the sun- some of the stones are from Wales- it was built in 3 stages





Some excellent art work from Fennec Foxes

Thursday 26th September 2024
 Non-chronological report
 Jellyfish


Introduction
 Jellyfish are majestic creatures that glide through every ocean, no matter where it is. Glowing in the dark, jellyfish shine bright beneath the dark sea. Their graceful swimming technique catches the eye of any who pass.

Appearance
 Though eye catching, jellyfish have no brains, hearts, bones or eyes. But how do they survive? Well, please don't ask because I don't know. Jellyfish are also bioluminescent meaning they glow in the dark. This makes them beautiful at night.

Habitat
 Jellyfish live in salt water whether its in the south or the north there's jellyfish. Whether its warm or cold there's jellyfish. Whether its - OK I think you get the point.

Diet
 Jellyfish eat...
 • Zooplankton
 • shrimp
 • baby jellyfish
 • small fish

So not much.
 The future
 Jellyfish are not endangered but help keep the balance of other fish under control by eating them. This makes it so there are enough plants in the ocean.

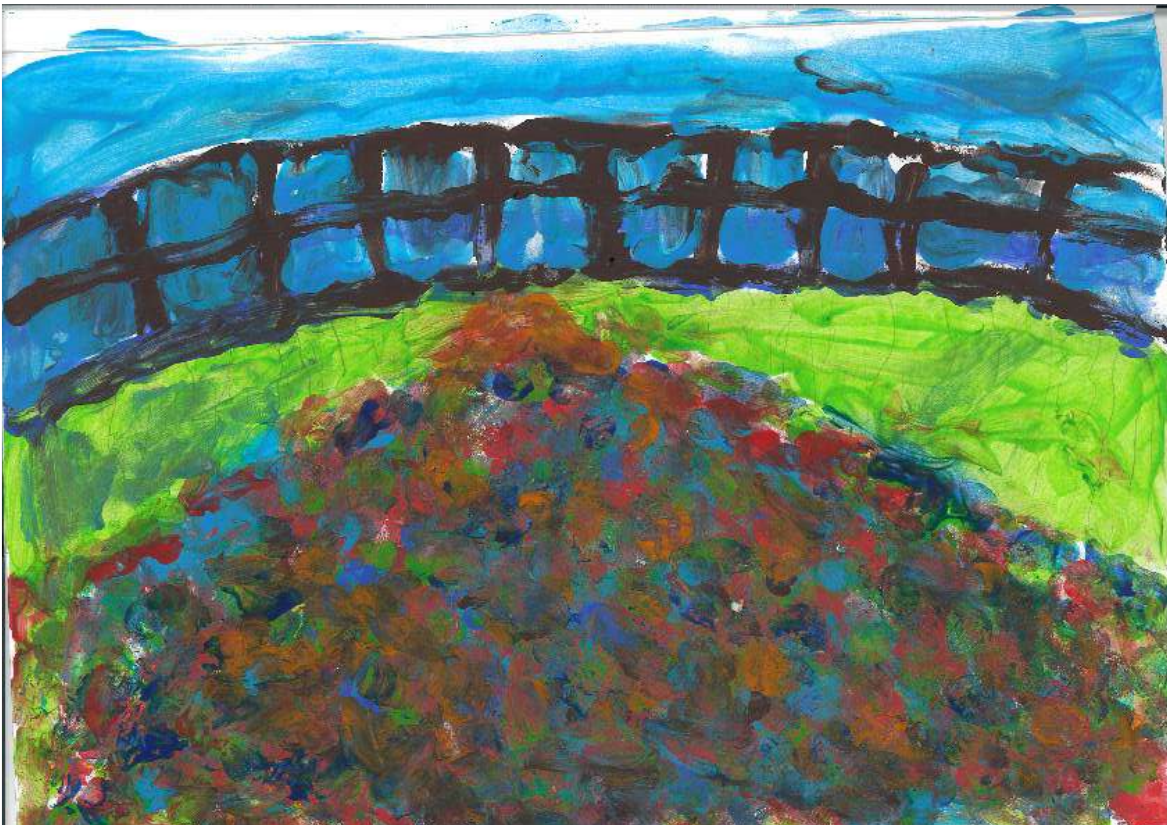


A non-chronological report on Jellyfish made during English/Independent writing. Brilliant work!



For art and science Elephant class recreated cave art with natural materials. In science, they've been sorting animals based on their skeletons and using complex scientific vocabulary like invertebrates, exoskeletons and hydrostatic skeletons.

Year 5



Some amazing impressionist landscapes, inspired by Monet.



The Year 6's will be dressing up and acting out a typical day for a child going to school during World War 2.



Friday 11th October 2024
 LO: Independent Write

The spine-chilling silence conquered the land. I scanned anxiously around. The ramp to the boat opened, I ran up it rapidly. The boat was named Fire-shooter 30 I wasn't as keen on the name but I couldn't do anything about it. My heart was beating furiously and my hands were trembling. I had my cold, heavy metal machine gun clutched tightly to my chest. I remembered how this calm sea used to be, when there were cracking competitions and I won with my childhood friend Leah. I miss those days so much. Then my brain took over my body, the voice in the back of my head kept haunting me. Will this be your last day alive? Will you ever see that coastline? I told myself to stop and focus. I could spot the enemy boat, like a pack of hungry wolves. Fast! This was it.

A bullet whistled dangerously past my ear. I crouched down onto the hard wooden floor of the Fire-shooter 30, agonising cries of pain echoed around, my eyes locked with a Nazi's eyes from another boat I knew what I had to do. I lifted my gun up, fingers shaking and I pulled back the trigger the bullet went cleanly into his head and he was dead. I felt so bad I did every time I shot somebody. Oh the guilt! But then I told myself, the more people get killed the quicker this stupid war ends. Then another soldier ran straight back into me. I toppled over into the cold, icy water. I dropped straight into the water. The lurch in my stomach was so big I couldn't even feel it. The cold water rush was too much to bear. Waves washed over me and salty water gilled my mouth, nose and ears. I choked and struggled to stay above the surface. My army suit was so heavy and I regretted putting that bulletproof vest on that

morning. I treaded water and was so grateful that as a kid I had done swimming lessons. I felt alone for.

I was trying to scream 'help' but nobody could hear me. "Help Leah anybody, look down!" I screamed loudly. Then I noticed the unmistakable crocked pace and long golden hair of Leah. She stared down at me. "Wait!" Then she threw down a long blue rope. "Grab on!" And I did. I grabbed on and she hauled me up. I was happy Leah was very strong and soon enough I was back up on the boat. I was grateful for having Leah as a friend. My radio in its metal proof case started to send messages. Leah told me to go down and get changed. I was green and cold, shivering. My radio kept sending muddled speeches but I could not understand what it was saying so I switched it off. Then I felt bad and realised it could be important so I switched it back on. I stared up at theinky sky and managed to see the shape of a German Messerschmitt getting closer and closer to the ship and it crashed right into the water next to the boat. It splashed me and sunk to the bottom of the sea. Just then, my radio started speaking again. "Hello Leah! Are you there? Hello?"

"Yes I am here at your service."

"Well there has been a bit of a problem?" The radio croaked. "What?" Panic rising in my body.

"You're great Leah."

"What about her?"

"She's been shot and she is suffering. She told me she wanted you to come."

"Really? I will be right there." I was so worried, I sprinted to the other side of the boat.

"Leah, Leah!"

This piece was inspired by a short film 'Beyond the Lines' which is about the battlefield during WW2!