



## **Bruche Primary School Academy**

Seymour Drive, Padgate, Warrington, WA1 3TT

Tel: 01925 815772

Executive Headteacher: Mr C Jones

School: [www.bruchepriamry.co.uk](http://www.bruchepriamry.co.uk)

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[@Bruche\\_P\\_School](#)

Welcome to our latest newsletter

As many of you know Miss Bostock will be starting her maternity leave very soon. I'm very pleased to tell you that we have appointed Mrs Rebecca Fairhurst who will cover Miss Bostock's maternity leave. Mrs Fairhurst will be coming into school on 9<sup>th</sup> December to meet and work with our reception children and parents will also be able to meet her at the end of the school day on the 9<sup>th</sup>.

Unfortunately our Christmas Fair on 7<sup>th</sup> December has had to be cancelled due to low external volunteer numbers. Therefore we have rearranged a smaller Fair for 18<sup>th</sup> December 15.30-17.00. There will be tombola's, raffles, hot drinks and snacks and a craft stall.

Once again thank you for your great support today in bringing in sweets and chocolate for the Christmas Fair – it is really appreciated!

Have a lovely weekend everyone!

Mr Jones

Communication Corner

**Diary Dates**

**06.12.2024** Own Clothes Day- bring in a bottle donation (pop, alcohol, toiletries) for the Christmas Fair

**09.12.2024** Catch up flu immunisations

**11.12.2024 14.00** EYFS dress Rehearsal Grandparent invite (see info below)

**12.12.2024 14.00** EYFS Performance

**13.12.2024 14.00** EYFS Performance

**16.12.24 09.30** KS1 Dress Rehearsal Grandparent invite (see info below)

**16.12.2024 14.00** KS2 Dress Rehearsal Grandparent invite (see info below)

**17.12.2024** School Christmas Dinner (turkey and all the trimmings)

**17.12.2024 09.30 and 15.30** KS1 performances

**18.12.2024 09.30 and 15.30** KS2 performances

**18.12.2024 15.30 -17.00** Christmas stalls, hot drinks and raffle

**20.12.2024** Toy day/ party day/ Christmas Jumper day

**20.12.2024** School dinner- Christmas party plate (sausage roll, sandwiches, crisps, Christmas themed desert)

**20.12.2024** School Closes for Christmas

**06.01.2025** School re-opens

**14.02.2024** School closes for the half term break

**24.02.2024** School reopens

**Abcd** = New addition to the diary dates

**Abcd** = parents attendance

**Abcd** = PTA events

## Advice and support for the winter holidays

Our Festive Support Pack is bursting at the seams with webinars, articles, podcasts and activities to support children with Special Educational Needs (SEN). Keep scrolling to find resources to empower children with Autism, ADHD, SEMH and Speech, Language & Communication needs.



Please use the link below to access some additional resources, mainly aimed at parents, to help support children with diagnosed or undiagnosed neurodiverse conditions throughout the Christmas period:

<https://tinyurl.com/SENatXMAS>



Christmas Performance tickets

We are excited to announce that our Christmas Performance tickets will be available to collect from the office from 25th November.

- EYFS- 2 Tickets per child for each performance
- KS1 - 2 Tickets per child for each performance
- KS2 -1 Ticket per child for each performance (due to larger numbers)

Christmas Dress Rehearsals

Last year, we trialled inviting Grandparents in to watch our Christmas dress rehearsals after suggestions from yourselves to invite the the wider family community into our school.

We are pleased to announce that we will once again be welcoming our Grandparents/ extended family to come to watch our Christmas performance dress rehearsals.

As the dress rehearsals are also a wonderful opportunity for the rest of the school to watch their peers, space in the hall is limited. Therefore we will offer each family one grandparent ticket, per child.

These tickets we be available from the office from 25th November alongside the Performance tickets.

As always, if there are any tickets left over, we will communicate this to yourselves and hand them out on a first come, first served basis.



**Christmas Performances**

**EYFS**

Dress Rehearsal (Grandparent/ wider family)  
11.12.2024 @ 14.00 (1 ticket)

Performance 1 12.12.2024 @ 14.00 (2 tickets)

Performance 2 13.12.2024 @ 14.00 (2 tickets)

**KS1**

Dress Rehearsal (Grandparent/ wider family)  
16.12.2024 @ 9.30am (1 ticket)

Performance 1 17.12.2024 @ 9.30 (2 tickets)

Performance 2 17.12.2024 @ 15.30 (2 tickets)

**KS2**

Dress Rehearsal (Grandparent/ wider family)  
16.12.2024 @14.00 (1 ticket)

Performance 1 18.12.2024 @ 9.30 (1 ticket)

Performance 2 18.12.2024 @ 15.30 (1 ticket)

**DONATE YOUR POTTED CHRISTMAS TREES - OUR NEW EVERGREEN ECO FOREST PROJECT**

We will be starting a new exciting project in January where we will be aspiring to develop a new forest of evergreen trees around our main playground

Our ambitious target is to create a forest of 1000 trees before 2030 in order to promote the fight against climate change. Along with our commitment to creating clean energy with our school solar panels, this further venture will display Bruche's dedication to safeguarding the future of our planet.

Our goal is that every child from the school will plant a tree per year and each section of the forest will be allocated a plaque in recognition of the trees planted that year.

We hope to use money raised from our yearly readathons to fund this.

With this in mind, Christmas is fast approaching and we would like to invite people who buy potted Christmas trees to donate them to the school to begin our forest project once Christmas is over; these trees will make up the first trees in the forest.

We are blessed with vast grounds at our school and would love to enhance this area further by ensuring the environment is green all year round.

Any support with this project would be gratefully received.

Best Wishes,  
Mr Gould

Asda Cashpots for School- Thank you!

Thank you so much for everybody who has linked their Asda Rewards to Bruche. We have raised a huge £692.76 which can now be put towards our PTA fund to improve the children’s outdoor facilities.



**Special Mentions**

**Nursery- Kyren O’Riordan** – For absolutely fantastic letter formation. You are making lovely progress with your writing Kyren. Well Done.  
Excellent work Kyren!

**Reception** - My star of the week is going to be awarded to **Luke Rawlins**. Luke has shown such a positive attitude towards learning phonics this week. He is forming his letters accurately, and has also been helping around the classroom. Well done, Luke!

**Year 1 - Vincent Taylor** for trying really hard to write independent sentences using his phonics knowledge. I am so proud of you!

**Year 2 - Millie Kinson** for her positive attitude and for giving 100% in all of our lessons this week.

**Year 3 - Marley-Rae Johnson** for being a positive member of the classroom and trying hard always!

**Year 4 - Frankie Dickenson** for his participation in class discussions

**Year 5 - Idris Downing** for his incredible work this week!

**Year 6 - Mia Davis** - for being a really independent learner.

**PE star - Jackson Kier** For his enthusiasm within PE.



## Early Years News

### Nursery

Following on from learning about nocturnal animals we have enjoyed reading the story Bear Snores On. We have talked about how bears and some other animals prepare for hibernation in the autumn and the children have been following instructions in order to draw their own bears.

In the story, some of the woodland animals gather for a tea party in the bears cave to keep warm and the children suggested what they would take to the tea party as well as writing their own invitations to our tea party. They have also painted some lovely images of the woodland animals from the book.

In maths we have been subitising amounts 1-3 by identifying how many bears were in each house as well as playing pairs games using cards with images of amounts 1-3. The children enjoyed dropping Autumn leaves onto the image of a pond before subitising (visually identifying) how many had landed on the pond.

After baking and decorating our own biscuits we enjoyed a lovely teddy bears tea party on Friday and the children enjoyed identifying the features of their own bears before taking it in turns to give clues to describe one of the bears at the tea party.

What a lovely week, well done Nursery.

**Mrs. Wallace**

### Reception

This week in reception we have been using our knowledge of Set 1 sounds to write CVC words independently. The children have been remembering to use a sound mat to support their spelling and have shown such a confidence in their ability to spell accurately.

In Literacy, we have come to find a range of objects in the classroom including, an egg, red feathers and some grains of wheat. The children have been making a prediction about who they think has left the objects. We've had some wonderful predictions from the children including: a snake, hen and dragon. I wonder who it is...

In Maths, the children have been comparing amounts with their peers; using a ten's frame to make and compare numbers. Who has more and who has less has been explored in many different ways.

Have a wonderful weekend,

**Miss Bostock**

## Key Stage 1 News

### Year 1

This week Year 1 have been excellent writers!

In Writing, we were able to read the story of the Naughty Bus! We loved the illustrations and how the story is written. We used the pictures to order the story and were able to retell the story just by looking at the pictures. Miss Kerrigan retold the story on Tuesday by writing it in sentences and we told her what we liked about her writing. We identified different features that we need when writing a story and now know that we need adjectives, capital letters, finger spaces and full stops. We took our time and focused on our handwriting ensuring that we wrote on the lines too!

In Maths this week we continued to add two numbers together using a number line. We used numbers within 10 and now we feel really confident to solve problems in this way. We also looked at mathematical word problems and learnt how to identify the most important information and use this to write number sentences. We continued to use number lines to help us to solve the problems.

In RHE, we looked at what a fantastic friend is and how we should treat each other. We made a long list together of all the things that we value in our own friends and drew pictures of them representing kindness.

In History we started to look at a human growth timeline and were able to discuss where our lives begin and how we change overtime. We created a timeline of these events and put different pictures in chronological order.

In RE, we learnt all about the Nativity story. We read the story together, put the pictures in chronological order and retold the story to our friends.

On Tuesday we were kindly invited into an assembly with Warrington Wolves. They did an assembly for the whole school that focussed on disabilities and how we are inclusive of everyone.

Later on in the week we took part in PE and forest school with Mr Cooney and it was so much fun!

### **Homework:**

Maths- Can you solve my word problems?

Writing: Can you write down 3 words that have my sound in and write them in sentences?

Spelling: Can you learn the spellings ready for a test next week? I wonder who will get 5/5!

**Miss Kerrigan**

### Year 2

I have been so impressed with Year 2's effort this week!

In Maths, Year 2 have been learning about fact families. We started our learning by looking at subtraction through partitioning and with the dienes practised taking a part away from a whole. We then looked at part-whole models and bar models and wrote two addition and two subtractions for each calculation, using our understanding of commutativity to help.

We have continued our work on the different tenses in our writing lessons by learning about past progressive tense. We practised using 'was' in sentences to show that the actions had happened in the past. We have also been trying hard to make sure our sentences are interesting by using adjectives and conjunctions.

In RE this week we learnt about Advent. We learnt that Advent is the time when Christians prepare for Christmas and that they light a special Advent wreath. We looked at the different candles that make up the wreath and discovered that the five advent candles signify different parts of the nativity story.

In Computing, we talked about internet safety and the importance of keeping ourselves and others safe online. We discussed keeping our passwords private, never talking to strangers and being careful about what pictures and words we put online.

For our Science learning we made predictions about the growth of the seeds we planted last week. We thought about what a healthy plant needs to grow and what we think might happen if a seed doesn't have light, water or the correct temperature. It will be very interesting to see if any of our predictions are correct in the next few weeks!

As part of our RSHE learning we have looked at friendships. We thought about the different qualities we look for in a friend and those qualities that we value the most, and created some notes for our friends letting them know which qualities they show. Then, we thought about and recognised our own qualities that make us a good friend to others.

### **Homework**

This week Year 2's spelling homework focuses on some key spellings in our writing lessons that feature graphemes taught in our phonics sessions. For English homework we are looking at past progressive tense while our maths homework focuses on fact families.

Have a lovely weekend!

**Miss Johnson**

### **Key Stage 2 News**

#### **Year 3**

In English this week we have planned our own diary entry making sure we have included very exciting adjectives and specific paragraphs and then we've taken what we planned and wrote our diary entry. Beforehand we came up with a success criteria we all agreed to follow which included similes, ellipsis, and exclamation sentences.

In maths, we have started looking at using place value when adding to make it easier for us to identify the value of the question. All the children have used their previous place value knowledge to help them with this.

In R.E we have looked at the story of Abraham and Isaac and looked into the meaning behind the story. We recapped what a prophet is and the children understand this is someone who God has spoken to.

In History, we have researched a famous man named the Amesbury Archer. We found out that his burial site was uncovered and inside it, there were lots of gold, and expensive things which indicated he was a rich man. Some of them being gold arrows which is where he received his name, The Amesbury Archer.

In music the children are continuing to do so well learning different Christmas songs on the ukulele. The children can remember the strings names and the chords needed to play Jingle Bells.

Homework to be completed by Friday 6th December.

LbQ: English and maths

Reading plus: 2 stories or available tasks at 80% or above.  
Or reading eggs if your child accesses that.

**Mrs Hogan**

#### **Year 4**

This week has been a very busy week in Year 4.

We have had an assembly with the Warrington Wolves Disability Partnership who talked all about disability and how this does not stop people taking part in all the activities that they enjoy. We heard about the physical disability rugby team that has been started at Warrington Wolves with the help of Adam Hills as well as a wide range of other events that take place.

In English, we have been looking at lots of different grammar and writing features in preparation for writing our own newspaper report. We have looked at facts and opinions and discussed how newspaper should report facts rather than their opinions and we looked at examples of both and how we can tell them apart. We then looked at how we can turn quotes and witness statements into direct speech and thought how changing the synonym of said can change the tone of the statement. At the end of the week we looked at the use of determiners and how these quantifier of determine possession of the noun in the sentence and the children became determiner detectives finding them and then writing their own sentences using determiners.

In Spanish, we have been learning the names of different shops and places we might visit if we went to Spain, we looked for cognates that help us to recognise names that sound similar in English. We practised the names and then designed our own town in Spanish.

In Music, we have been practising our chords A, G, C and D and have been practising a new song as well as Jingle Bells which uses exactly the same chords, Sweet Home Alabama.

In Maths, we have finished with place value and have moved on to addition and subtraction. We have begun by looking at known facts which will help with much bigger numbers such as number bonds within 10 and 20. We then thought how we can scale this up to help with larger number right up to the 10s of thousands. We ended the week looking at how we can count on from numbers to a 1000 using numbers lines and mentally.

In History, we have been looking at artefacts (pots) from Ancient Greece and seeing what we can find out about them from what is depicted in their art. The children were able to pull out all sorts such as they were religious, often involved in war and made offerings.

#### **Homework**

Maths - LBQ

Reading plus x 2

TT Rockstars - 5 minutes

**Mrs Shone**



### **Year 5**

This week in Year 5 we have been using the written method to add 6 digit numbers. We had a little look at how bridging can also be used to jump through a hundred or thousand e.g. if we have  $4500 + 700$ , we can split the 700 and do  $4500 + 500 = 5000$  and then add 200 to get 5200.

In writing, we have been writing our newspaper reports about Annie Edson Taylor. We have included some great vocabulary, catching headlines and important grammar to boost our work!

In history, we looked at the lifestyle of the Anglo Saxons. We recapped everything we have learnt so far and made some informative leaflets about Anglo Saxons food, houses, religion and clothes.

For our geography topic, we looked at where the Great Lakes are located on the border of USA and Canada. We learnt the name of these Lakes and how Niagara Falls is located within one of the rivers between the lakes.

Finally, in science, we retrieved our knowledge of properties and materials. We looked at why we use certain materials for different objects and whether they were solids, liquids or gases.

**Miss Ratcliffe**

### **Year 6**

In Geography, Year 6 have been looking at urbanisation in Brazil, examining what push and pull factors are encouraging people to move from areas such as the rural Caatinga to major cities such as Brasilia.

In Science, the children have been learning about Carl Linnaeus and how he was the first scientist to come up with a World-renowned classification system.

In English, the children completed their manifestos on how they could make Bruche a better place.

In PSHE, the children looked at the importance of appreciation and gratitude.

In Art, the children completed illustrations inspired by Carole Anne Duffy's picture book of the Christmas Truce.

In Maths, the children continued to reason with angles and began to link together algebraic formulae to solve mathematical problems involving angles

**Mr Gould**

### **PE**

This week in PE we have continued to develop our sport specific skills within game related activities. KS1 have been using their feet to strike a ball in a variety of ways and have started putting this skill in to practice in modified games. Our KS2 children have looked at developing their understanding of defensive principles within versions of volleyball.

**Mr Cooney**

# Lunch Menu w/c 02.12.24

## Week 2

# SCHOOL MEALS

Available daily as an alternative: - Filled jacket potatoes served with vegetables, a dessert and drink. An alternative dessert from a selection of seasonal fresh fruit, yoghurt, soren and cheese & biscuits  
 Available daily - Unlimited fresh salad and wholemeal bread, drinking water or fresh milk.

Week One	Week Two	Week Three
<p><b>Meat Free Monday</b></p> <p>Vegetarian Sausage Roll Herby Diced Potatoes and Baked Beans</p> <p>Vanilla Ice Cream</p> <p><b>Tuesday</b></p> <p>V Pork Sausage with Yorkshire Pudding Creamed Potatoes, served with Carrots and Peas</p> <p>Fresh Fruit Segments or Yoghurt</p> <p><b>Wednesday</b></p> <p>V Beef Burger in a Bun served with Herby Diced Potato and Fresh Side Salad</p> <p>Vegetables Fajitas served with Savoury Rice and Sweetcorn.</p> <p>V Orange Jelly and Fruit</p> <p><b>Thursday</b></p> <p>V BBQ Chicken served with Baked Wedged Potatoes, and Sweetcorn</p> <p>Homemade Blueberry Cake/Muffin</p> <p><b>Friday</b></p> <p>Crumb Coated Chicken served with Chunky Chipped Potatoes, Garden Peas, or Baked Beans</p> <p>Oven Baked Fish Fingers Served with Chunky Chipped Potatoes, Peas, or Baked Beans</p> <p>Homemade Cooks Choice Biscuit</p>	<p><b>Meat Free Monday</b></p> <p>Margarita Pizza Rounds Served with Baked Jacket Wedges and Sweetcorn</p> <p>Doughnut</p> <p><b>Tuesday</b></p> <p>V Roast Turkey with Creamed Potato, Roast Potato, Carrot and Broccoli</p> <p>Fresh Fruit Salad or Yoghurt</p> <p><b>Wednesday</b></p> <p>V Spaghetti Bolognaise Served with Garden Peas</p> <p>Garlic and Herb Chicken Pitta served with Vegetable Rice and Broccoli.</p> <p>Arctic or Chocolate Ice Cream</p> <p><b>Thursday</b></p> <p>V Brunch Lunch (Sausage, Beans, Hash Brown, Omelette)</p> <p>V Raspberry Jelly and Fruit</p> <p><b>Friday</b></p> <p>Crumb Coated Chicken Served with Chunky Chipped Potatoes, Peas or Baked Beans</p> <p>Oven baked Battered Salmon served with Chunky Chipped Potatoes, Peas or Baked Beans</p> <p>Homemade Cooks Choice Biscuit</p>	<p><b>Meat Free Monday</b></p> <p>Tomato and Mascarpone Pasta Bake Served with Seasonal Vegetables</p> <p>Strawberry Ice Cream</p> <p><b>Tuesday</b></p> <p>V Chicken Katsu Curry served with Rice</p> <p>Fresh Fruit Segments or Yoghurt</p> <p><b>Wednesday</b></p> <p>V Selection of Pizza (pepperoni/cheese) Served with Jacket Wedges, Salad</p> <p>Sweet and Sour Chicken/Quorn Served with Rice/Noodle</p> <p>V Jelly and Fruit</p> <p><b>Thursday</b></p> <p>V Pork Meatballs in Tomato and Basil Sauce Served with Pasta and Garden Peas</p> <p>Vanilla and Chocolate Marble Cake</p> <p><b>Friday</b></p> <p>Oven Baked Chicken Poppers Served with Chunky Chipped Potatoes, Garden Peas or Baked Beans</p> <p>Oven Baked Fish Stars Served with Chunky Chipped Potatoes, Garden Peas, or Baked Beans</p> <p>Homemade Cooks Choice Biscuit</p>

Menu Cycle Week One: 17<sup>th</sup> June, 8<sup>th</sup> July, 2<sup>nd</sup> Sept, 23<sup>rd</sup> Sept, 14<sup>th</sup> Oct, 4<sup>th</sup> Nov, 25<sup>th</sup> Nov

Menu Cycle Week Two: 24<sup>th</sup> June, 15<sup>th</sup> July, 9<sup>th</sup> Sept, 30<sup>th</sup> Sept, 21<sup>st</sup> Oct, 11<sup>th</sup> Nov, 2<sup>nd</sup> Dec,

Menu Cycle Week Three: 1<sup>st</sup> July, 22<sup>nd</sup> July, 16<sup>th</sup> Sept, 7<sup>th</sup> Oct, 28<sup>th</sup> Oct, 18<sup>th</sup> Nov, 9<sup>th</sup> Dec,

= Vegetarian = Vegetarian substitute available  
 Lunch will be served with fresh milk or drinking water.  
 All homemade dishes contain additional vegetables.

For allergen and dietary help please contact school meals helpdesk on 01925 443082 or visit our website [www.warrington.gov.uk/schoolmeals](http://www.warrington.gov.uk/schoolmeals)

**WARRINGTON**  
Borough Council



**BRUCHE PRIMARY SCHOOL**  
Term Dates 2024-2025

	<b>Closing Date</b>	<b>Opening Date</b>
Autumn 2024		04.09.24
Autumn Half Term	18.10.24	04.11.24
Christmas 2023	20.12.24	06.01.25
Spring Half Term 2024	14.02.25	24.02.25
Easter	11.04.25	22.04.25
Bank Holidays (Good Friday and Easter Monday)	18.04.25 and 21.04.25	
Bank Holiday (May Day)	05.05.25	
Summer Half Term	23.05.25	02.06.2025
Summer 2024	18.07.25	03.09.25

**INSET** (Training days for staff – children not in school)

<b>INSET 1</b>	02.09.24
<b>INSET 2</b>	03.09.24
<b>INSET 3</b>	27.06.25
<b>INSET 4</b>	21.07.25
<b>INSET 5</b>	22.07.25

<b>Holiday Dates</b>	
October Half Term	18.10.24 – 03.11.24
Christmas Holiday	20.12.24 – 05.01.25
February Half Term	14.02.25 – 23.02.25
Easter Holiday	11.04.25 – 21.04.25
May Half Term (Whit)	23.05.25 – 01.06.25
Summer Holiday	18.07.25- 03.09.25



**BRUCHE PRIMARY SCHOOL**  
Term Dates 2025-2026

	<b>Closing Date</b>	<b>Opening Date</b>
Autumn 2024		03.09.25
Autumn Half Term	17.10.25	03.11.25
Christmas 2024	19.12.25	05.01.26
Spring Half Term 2024	13.02.26	23.02.26
Easter	02.04.26	13.04.26
Bank Holidays (Good Friday and Easter Monday)	03.04.26 and 06.04.26	
Bank Holiday (May Day)	04.05.26	
Summer Half Term	22.05.26	01.06.26
Summer 2025	17.06.26	(TBC)

**INSET** (Training days for staff – children not in school)

<b>INSET 1</b>	01.09.24
<b>INSET 2</b>	02.09.25
<b>INSET 3</b>	03.07.26
<b>INSET 4</b>	20.07.26
<b>INSET 5</b>	21.07.26

<b>Holiday Dates</b>	
October Half Term	20.10.25 - 31.10.25
Christmas Holiday	22.12.25 – 02.01.26
February Half Term	16.02.26 – 20.02.26
Easter Holiday	03.04.26 – 10.04.26
May Half Term (Whit)	25.05.26 – 29.05.26
Summer Holiday	20.07.26 - TBC





**Music is a compulsory and important part of the National Curriculum. The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music.**

From September 2022 Early Notes Music Education will be able to offer support to students with small group and one to one instrumental tuition for the following...

**Ukulele** For KS1 & KS2 students

**Guitar** For KS2 students

**Keyboard** For KS1 & KS2 students **(all students will learn to read notation)**

**Flute** For KS2 students **(all students will learn to read notation)**

**Recorder (all ranges)** For KS2 students **(all students will learn to read notation)**

**Violin** For KS2 students **(all students will learn to read notation)**

**Drum Kit** For KS1 & KS2 students

Tuition prices start from £65 for 12 sessions, all lessons are held within school during lesson time. The 12 sessions will usually fit into a school term and lessons will be carried over should a term be less than 12 weeks.

For further information about Early Notes Music, details about specific instrumental lessons or to enroll for September, you can do this direct via our website [www.earlynotesmusic.education](http://www.earlynotesmusic.education)



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## What Parents & Educators Need to Know about

**SNAP STREAK**

**97**  
DAYS

# SNAPCHAT

AGE RESTRICTION  
**13+**

Snapchat is a messaging app which allows users to send images, videos and texts to others. Its best-known feature is that anything sent 'disappears' 24 hours after it's been viewed; however, users are known to take screenshots or use another device to obtain a photo of their screen. In 2023, Snapchat added a chatbot function called 'My AI'.

### WHAT ARE THE RISKS?

#### ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

#### PREDATORS AND SCAMS

Predators can exploit Snapchat's disappearing messages by, for example, telling a user they have naked photos of them and will post them unless they're paid. Snapchat's own research found that 65% of teenagers had experienced this – on this app or others. This likely isn't helped by 'SnapMaps' – a feature which highlights your exact position in real-time. This is meant to help friends keep track of each other, but could be used for more sinister reasons.

#### MY EYES ONLY

Snapchat has a hidden photo vault called 'My Eyes Only'. Teens can conceal sensitive photos and videos from parents and carers in this folder, which is protected by a PIN. You can check for this by clicking on the icon which looks like two playing cards. This takes you to the 'Memories' folder which stores photos, stories and the My Eyes Only folder.

#### SCREEN TIME ADDICTION

Snapchat prioritises user engagement, with features like streaks (messaging the same person every day to build up a high score). The app also has sections called 'Discover' and 'Spotlight', which show tailored content to each user. However, this could also be seen as an attempt to hook users into watching videos endlessly. Furthermore, constant notifications can lure people into using the app.

#### INAPPROPRIATE CONTENT

Some content on Snapchat simply isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

#### ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body image expectations – creating feelings of inadequacy in younger users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

## Advice for Parents & Educators

#### UTILISE PARENTAL CONTROLS

Snapchat's 'Family Centre' lets you view the details of the child's account – their friends list and who they've spoken to in the last week – and report any concerns. You must invite a child to the Family Centre for them to join. To keep the child's location hidden on the app, go into settings and turn on 'Ghost Mode' and 'Hide Live Location', and ensure they know not to share their location with anyone.

#### BLOCK AND REPORT

If a stranger does connect with a child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, the child can tap the three dots on that person's profile and report or block them. There are options to state why they're reporting that user – such as annoying or malicious messages, spam or masquerading as someone else.

#### FAMILIARISE YOURSELF

Before you allow a child to download Snapchat, download it yourself and familiarise yourself with the app. Snapchat has produced a parents' guide to the app to help you understand how it works and any protections they have in place. A link for this can be found in the sources below.

#### ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. For example, discuss My AI's responses to questions and how reliable they are. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

#### Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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Source: See full reference list on guide page at: <https://nationalcollege.com/guides/snapchat:2021>

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