

# Matthew's C.E (Aided) Primary School and Nursery Centre



*'I can do all things because Christ gives me strength' Philippians 4:13*

## Friday Feature: 5th December 2025

This half-term we are focusing on the Christian Value of Compassion

*'Clothe yourselves with compassion, kindness, humility, gentleness and patience' Colossians 3.12*

### Carols by Candlelight

On Thursday evening 45 members of the choir went to St Matthew's church for carols by candlelight. They performed some of our favourite carols alongside some classics. The church was beautifully decorated and it was lovely to see so many parents there too. At the end, everyone enjoyed a mince pie and hot chocolate.



### Experience Christmas

On Monday years 3 and 4 visited St Matthew's Church to experience Christmas.

We were separated into six stations to learn about Christmas.

First, the church volunteers told us about Angel Gabriel visiting Mary and telling her that she would have a baby and he was the son of God.

Second, Angel Gabriel told her to look for a man that was called Joseph, because he was the one that would take care of the baby with Mary.

Next was the travel to Bethlehem. Mary went on the camel but Joseph walked all the way to Bethlehem.

When they got to Bethlehem they asked the house manager to look for a house, but he said he couldn't find a house for them, so they found a stable to stay in.

The shepherds heard the people talking about Baby Jesus so they tried to find him, but a star led them to Baby Jesus.

Three wise men then brought gifts that were Gold, Frankincense and Myrr.

Jesus was then born in the stable.





## Weekly prayer



Dear God

Jesus is your greatest gift to us, a great sign of your love.

Guide us as we try to walk in that love together as a community this Advent. As we prepare our hearts for Christmas, give us the grace and strength we need every day.

Help us to always trust in you.

Help us to see the light when darkness seems to be all around us.

We pray that everyone knows the joy of Advent and counting down to welcome Jesus on Christmas Day.

Amen

by Reception St Francis

## Pupils of the Week



Nursery	Logan
R St Francis	Dolton
1: St Teresa	Jaxon
1/2: St Nicholas	Jermaine and Archie
2: St Joseph	Malia
3: St Cecilia	Hollie-Mae
3/4: St Sophia	Jacob
4: St Kateri	Aisha
5: St Thomas	Safire
6: St Padre	Jasper

## Drinks

Please can you ensure that your children are not bringing energy/sports/fizzy drinks into school.

Ideally we prefer water but understand that some children will not drink plain water—and therefore sugar free squash is acceptable if necessary.



## Attendance Award

This week the attendance award has gone to — 34 St Sophia



## Christmas at St Matthew's



Our resident artist and teaching assistant Mr Sheppard has made this amazing Nativity scene for us—it is a beautiful addition to our Christmas theme in the school hall with our sparkly tree and advent candles.



## Future Dates

<b>9 December</b>	EYFS Christmas production	9.30am
<b>11 December</b>	KS1 Christmas production	2.00pm
<b>12 December</b>	KS1 Christmas production	9.30am
<b>15 December</b>	KS2 Christmas production	2.00pm
<b>16 December</b>	KS2 Christmas production	9.30am
<b>17 December</b>	Christmas Dinner and Christmas Jumper day	
<b>17 December</b>	Christmas Fair	
<b>19 December</b>	In class Christmas Party day	



# What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthralls young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

## 1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

## 2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

## 3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

## 4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

## 5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

## 6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

## 7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

## 8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

## 9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

## 10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

## Meet Our Expert

Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



Sources: <https://www.bbc.com/health/technology-55204595>  
<https://www.ipsos.com/insights/social-media-algorithms>

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 #WakeUpWednesday



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