

# Broxbourne CE Primary School Newsletter

## HEADTEACHER UPDATE

As we reach the halfway point of the academic year, I want to take a moment to commend our school community for all the successes we have celebrated so far. Today, your child will have brought home their mid-year school report, and I would like to express my gratitude to our children for their hard work and dedication to their learning across the year to date.

Our children are the lifeblood of our school, and I have been incredibly impressed by the vast majority of reports I have read. Most reflect a high level of commitment and effort, and were a pleasure to read and pass comment in acknowledgement of this.

Issuing our reports at this mid-year stage allows us to identify any areas for improvement. We also are able to emphasise the importance of learning dispositions and characteristics. I encourage you to sit down with your child, carefully review their report together, and set some focus points for their learning moving forward.

As we approach the end of the Spring Term, I look forward to our Parents' Evenings, where we can celebrate our children's achievements and continued growth from this point.

I extend my congratulations to our Year 6 pupils—Cooper, Micah, Kayel, Willow, Amerie, Amari, and Sophia—for their exceptional essays submitted to me for judging for the Rotary Club's 'What I Would Like To Do When I Grow Up' competition. Their aspirations include becoming a footballer, an interior designer, an astronaut, a track athlete, a paediatric nurse, a fashion designer and a mixology taster, and it is inspiring to see such varied ambitions. After careful consideration, I am pleased to announce that Kayel, Amari, and Sophia will be the three to represent our school at the presentation evening at Hoddesdon Library. Well done to everyone who participated—your hard work is commendable!

We were pleased to welcome Leigh Cole into our school today to talk to our children about the work our focus charity, HABS Family Support, make to the children and families in our local area. Some of our Year 5 children were so inspired by their recent PSHE lessons, they are running an after-school children's book sale as detailed below. Please support them with donations of good quality children's books and attendance. Thank you.

Our Year 5 House Archery competition concluded today. Results were as follows: Yellow Foxes 137, Blue Badgers 203, Green Hedgehogs 212 and Red Squirrels 214. Congratulations to the Year 5 Red Squirrels House for their impressive performance and to Eden for totalling the highest individual total of from 8 arrows with an impressive 51!!! After half-term, it will be Year 6's turn to 'aim' for success, and I am excited to see if they can 'string' it together, whether they will 'bow' under the pressure or rise to the challenge!

Thank you for your ongoing support and encouragement and we wish you all an enjoyable and relaxing half-term break however you use this. We look forward to welcoming you back for the second half of the school year after the break.

Best wishes Paul Miller

*Dream, Believe and Achieve with God*

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14th February 2025





## CHANGE OF DATES

Apologies, the date for the PTA Disco was incorrect in last week's Newsletter. The disco is now on **Friday, 14th March.**

The Year 3 class assembly has also been moved to Friday, 13th June, due to the PTA gift sale taking place in the hall.

Thank you.



## GUITAR TUITION

Will resume again on a Thursday after half term. Please check emails regularly for updates from Mrs Cox.



Thank you.



## HOUSE POINT LEADERS

This week's winners are.....

**Green Hedgehogs**



**REMINDER:** The House that wins the House Cup for the greatest number of weeks each term will enjoy a non-uniform day in the final week of term. The children should wear an item of clothing in their house colour!

## DIARY DATE...

PTA Pre-loved Uniform Sale and Coffee Morning (including SEND Coffee Morning)

9:00am Wednesday 12<sup>th</sup> March straight after drop-off in the school hall.

Please do join us for an informal catch-up, cake and a cuppa!!!



### Coffee Morning for SEND parents/carers

Group discussion on everyday challenges

Informal help and support from local organisations

Which services can I have access to?



Come and join us for a chat!

Want to speak to other parents of children with SEND?



## JOURNEY TO THE MYSTERY PLANET

Fun sessions for ages 8 to 11 at Hoddesdon library.

Join us for four, hour long sessions of stories, games, art, drama, creative writing and intergalactic fun! Use your imagination to create your own mystery planet. The adventure will blast off at Hoddesdon Library.

7th March 4-5 pm  
 14th March 4-5 pm  
 21st March 4-5 pm  
 28th March 4-5 pm

These fun, interactive sessions will explore a range of fiction and information books and encourage children to create fantasy and adventure stories (or fact files) in their own way.

**£10 FOR THE FOUR SESSIONS**

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 ONLINE RELATIONSHIPS & DATING APPS

## WHAT ARE THE RISKS?

Dating apps are used to help people find new relationships – whether casual or more long term – matching users based on age, interests, gender and more. Some may consider dating apps harmless to under-18s because they aren't able to use them, but effective age verification measures are quite scarce, and it's been known for young people to end up on apps of this type.

### EASE OF ACCESS

The relatively lax age verification process of many dating apps makes them incredibly accessible to children who really shouldn't be using them. This carries the obvious risk of exposing under-18s to a dating scene populated by adults – who may not even be aware of the young person's true age. This is concerning when we consider the 'hook-up culture' common on these apps – with many people using them to arrange casual sexual encounters.

### CONTACT AND CONDUCT RISKS

Once someone is active on a dating app, their social media profiles can be linked to the app and might be accessed by others. This can lead to random users 'sliding into their DM's' (sending a direct message) without consent. Complete strangers could start bombarding a young person's inbox with pictures, messages and sexual comments.

### SCAMS AND SEXUAL EXPLOITATION

Some young people may feel they've formed a real bond with someone through online dating, but there's always a risk that it's not genuine. Scammers on these apps often build romantic connections with their victims – then once they feel they have their victim's trust, they begin asking for money under false pretences (such as suggesting they meet in person and requesting a 'loan' to cover a train ticket).

### UNVERIFIED ACCOUNTS

As with all online interactions, you may not be talking to whom you think you are. Without paying a subscription, users of dating apps can often only view a certain number of profiles at a time. A TikTok trend has advised young people to set their age limit to 80 years and over – putting them in a sparse and more 'exclusive' category to bypass the usual restrictions. Unfortunately, this can lead to matches with someone much older.

### PEER PRESSURE

The pressure to be in a relationship can be huge, and many young people use online dating apps as a cost-effective way to meet others. Some users find it difficult to meet people organically due to their lifestyle, and may not have the time or money to go out and socialise. It's also common for young people to set up accounts for their single friends in the hope of finding a match for someone they know.

### SKewed PERSPECTIVES

Dating apps can promote an unrealistic view of what makes someone attractive. With such vast options, some users can become both picky and extremely harsh about others' appearance. Ultimately, all you see on these apps are pictures (with no insight into someone's personality), and some young people struggle with the fear of being judged. Even when someone does start dating, there's a persistent paranoia that their partner is only one swipe away from a potentially better match.

## Advice for Parents & Educators

### TALK ABOUT DATING APPS

Let young people know that they can talk to you about anything, even something as private as their dating life. At school, the relationships, sex and health curriculum can assist with conversations around healthy relationships, consent and online safety. Emphasise the message that you want to help them make healthy, safe and informed choices. If they feel embarrassed talking to you, make sure they have a trusted adult who can help them.

### VERIFICATION STAMPS

Explain that someone using a dating app should only communicate with those who have gone through a verification process. Online dating apps use a variety of methods to ascertain a user's identity, including scanning valid documents (such as a driver's licence or passport). Verification can also involve users taking a selfie to ensure that the photos on their profile match it.

### ENCOURAGE DATA PROTECTION

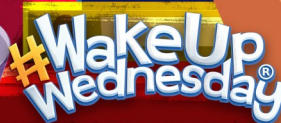
Empower young people to protect their data and personal information. Explain why including things like their school, age and surname in their profile could potentially be dangerous. Make sure they know never to give out personal details, and that there's no reason for other users to ask for them. If they feel uneasy about a situation online, they need to speak to someone that they can trust.

### REPORT AND BLOCK

Remind young people that they can always report or block (or both) anyone who makes them feel uncomfortable on any platform. Ask if they know how to do this and offer to help them figure it out if they're unsure. Every app should have advice on how to report or block another user, so be sure young people are familiar with the settings.

### Meet Our Expert

Rebecca Jennings works at RAISE ([www.raiseducation.org.uk](https://www.raiseducation.org.uk)) in the field of relationships, sex and health education, providing educational, age-appropriate workshops for pupils around the more sensitive areas of the curriculum – including online safety and healthy relationships.

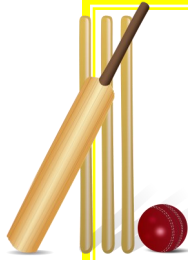


The National College®

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/online-relationships-dating-apps>



**NETBALL TOURNAMENT**  
Wednesday, 26th February



**RAPID FIRE CRICKET**  
Friday, 28th February



**HABS VISIT ON PYJAMA DAY!**



**FOCUS CHARITY DAYS**

We are delighted to advise you that we will be supporting two charities before the term ends at Easter.

The first is on Friday, 21<sup>st</sup> March for **World Down Syndrome Day** (WSDS). This is a global, annual awareness day. The date for WSDS being the 21st day of the 3rd month, was selected to signify the uniqueness of the triplication (trisomy) of the 21st chromosome which causes Down Syndrome.

This year, the #LotsOfSocks campaign has been put together to enable everyone to get involved; calling for people to wear their brightest, most colourful socks – and, of course, mismatched ones.

If anyone asks about them, tell people that you are wearing them to raise awareness of Down's Syndrome! You can also get involved online by sharing a picture and using the #LotsOfSocks hashtag.

If you wish to purchase some colourful, official socks, that also support the work of Down Syndrome International (DSi), the link is below. DSi is an international organisation, committed to improving quality of life for people with Down's Syndrome, promoting their right to be included on a full and equal basis with others.



<https://lotsofsocks.worlddownsyndromeday.org/collections/lotsofsocks-socks>



## WEAR A HAT DAY

The second is on Friday, 28<sup>th</sup> March where we will '**Wear a Hat**' to support Brain Tumour Awareness. March is Brain Tumour Awareness month, with Wear a Hat Day occurring at the end of the month. Hats can be as simple or elaborate as you wish. They can be themed on raising awareness about brain tumour research, Easter themed, superhero themed or anything else you can think of. Normal peak caps and hats can be adorned with anything you wish, so get those thinking caps (and trilbies!) on and get creative.

One in three people know someone affected by this devastating disease and of course our own Tuckwell family have been sadly affected with the loss of Orla.





## BOOK SALE!



### PRE-LOVED CHILDREN'S BOOK SALE

Organised by Tilly, Aoife and Evie-Hope (Yr5)  
For HABS Family Support

DATE: Thursday, 27<sup>th</sup> & Friday 28<sup>th</sup> February 2025

Donations of old childrens books in good condition gratefully  
received by Wednesday 26<sup>th</sup> February



On KS2 playground

TIME: 3:00pm-3:30pm

ALL BOOKS £1

SPECIAL OFFER:

6 BOOKS = £5



**BOOK SALE**



BISCUITS = 20p (Children with allergies need a parent)



Wishing you all a restful half term and we will see you again on Monday, 24th February.



### **BIRTHDAY BOOK THANK YOU**

Renas—EY2—Welcome to Dinosaur School

Mikail—Year 4—Ultimate Football Heroes

Mr Miller—Headteacher—The Starling's Song & A Whale of a Time

**REMINDER:** Birthday books should be new and age appropriate for the year your child is currently in.

We hope you both had a lovely day! If you wish to donate a birthday book, please send in via your child and we will put in the library for everyone to enjoy. Thank you.