



## News from the classrooms

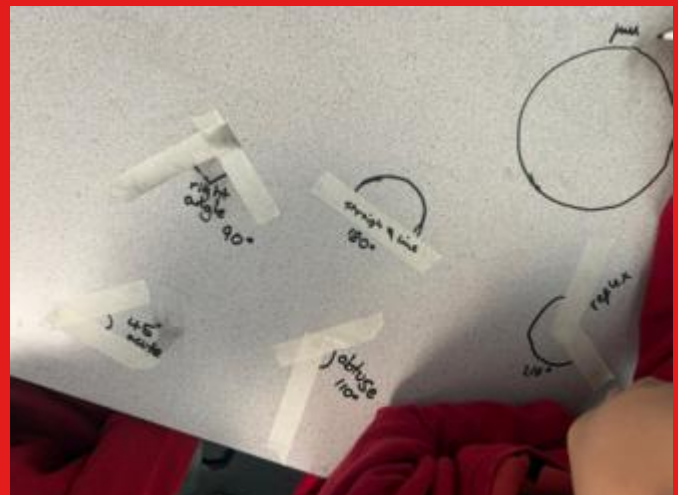
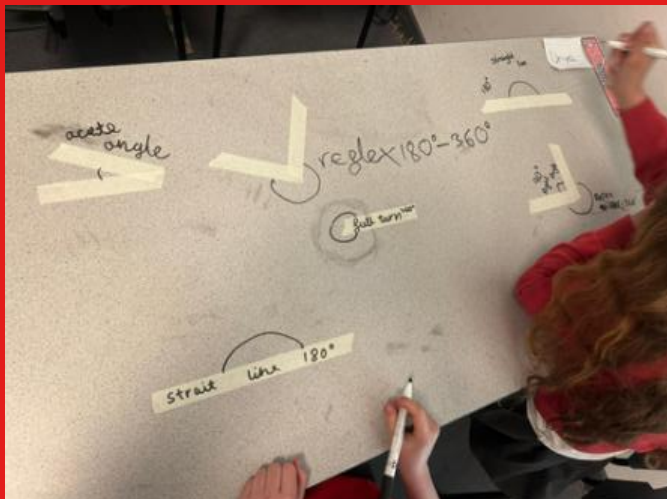
Year 3 had their showcase assembly earlier this week. We had so many parents and other family members come and join us. The children were brilliant and explained so well and with lots of humour what they have been learning about. It is so lovely to hear them talk so eloquently in front of a big audience. Their singing was superb.

Thank you to those family members who joined us. We hope you enjoyed the assembly and being able to visit classrooms and see all the wonderful work they have been doing. Huge thank yous to Miss Williams, Mrs Stacey and the T.As.

In Year 5 the children have been looking at angles. Earlier this week I visited them whilst they were using the ipads to predict and estimate the size of angles. They were able to use some really good mathematical skills to think about how, for example, 41 degrees would be 'just a bit less than half of a right angle'! We don't usually encourage drawing on tables but we made an exception as they were doing such great maths. They loved doing this in Miss Peake's class!

Over the next few weeks we are going to be setting our Year 5 and Year 6 children a sporting challenge! Nationally there is an event called Quadkids in which the children try and compete in four different athletics events, a sprint, a 600m run, a throwing event and a standing long jump. We are going to replicate this in school as a sort of mini pentathlon/decaathlon with all the children either during PE lessons with Mr Carminati or at lunchtime.

We will be encouraging the children to improve on their performances and some of them will then be chosen to represent the school at the South Cambridgeshire Quadkids competition.



## Maths Challenge

On Thursday, we hosted a heat of the Year 5 Maths Challenge which is run by the local authority. Our team of 4 Year 5 children came together to work hard to solve a range of mathematical questions and to test their estimation and memory skills. The team worked so hard and came 3<sup>rd</sup> out of 10 teams. Absolute superstars!



## Housepoint Point Total

Well done to Water for taking an early lead in the House Cup this half term!

	 EARTH	 WATER	 FIRE	 AIR
Totals for this week	46	49	46	56
Total for the term	153	174	166	167



# Key Dates (new dates in black)

<b>Tuesday 5<sup>th</sup> May</b>		Class Photos
<b>Monday 11<sup>th</sup> May</b>	<b>pm</b>	<b>Reception Visiting Woods</b>
<b>Monday 11<sup>th</sup> May–Thursday 14<sup>th</sup> May</b>	<b>9.15–11.00</b>	Year 6 SATS Week
<b>Tuesday 19<sup>th</sup> May</b>	<b>9.15–11.00</b>	Reception/Key Stage One Sports Day
<b>Tuesday 19<sup>th</sup> May</b>	<b>1.30–3.15</b>	Key Stage Two Sports Day
<b>Thursday 21<sup>st</sup> May</b>	<b>All day</b>	Reception Trip to Wicken Fen
<b>Monday 1<sup>st</sup> June</b>	<b>pm</b>	<b>Reception to Visit Woods</b>
<b>Monday 1<sup>st</sup> June–Wednesday 3<sup>rd</sup> June</b>		Year 6 Residential
<b>Monday 1<sup>st</sup> June–Friday 12<sup>th</sup> June</b>		Year 4 Multiplication Check
<b>Monday 8<sup>th</sup> June–Friday 12<sup>th</sup> June</b>		Year 1 Phonics Screening Week
<b>Monday 15<sup>th</sup> June</b>	<b>pm</b>	<b>Reception to Visit Woods</b>
<b>Monday 15<sup>th</sup> June</b>	<b>2.45pm</b>	Year 2 Showcase Assembly and Open Classroom
<b>Monday 15<sup>th</sup> June</b>	<b>After school</b>	Year 1 Open Classroom

<b>Monday 22nd June/ Tuesday 23<sup>rd</sup> June</b>	<b>All Day</b>	Year 6 IVC Transition Days
<b>Monday 22<sup>nd</sup> June</b>	<b>7.50am- 4.30pm</b>	Year One Trip to Norwich Castle
<b>Wednesday 24<sup>th</sup> June</b>	<b>7.50am- 4.30pm</b>	Year Two Trip to Norwich Castle
<b>Thursday 25<sup>th</sup> June</b>		HI Friends Choir Concert
<b>Friday 26<sup>th</sup> June</b>	<b>After School</b>	Summer Fair
<b>Monday 29<sup>th</sup> June</b>	<b>pm</b>	Reception to Visit Woods
<b>Thursday 2<sup>nd</sup> July</b>	<b>All Day and Evening</b>	Year 5/6 Choir at Meridian Arts Showcase
<b>Thursday 9<sup>th</sup> July</b>	<b>9.30- 11.00am 5.30- 7.00pm</b>	<b>Year 6 Production</b>
<b>Monday 13<sup>th</sup> July</b>	<b>pm</b>	Reception to Visit Woods
<b>Wednesday 15<sup>th</sup> July</b>	<b>5.30- 7pm</b>	<b>Year 6 Leavers' Party</b>

### Year 6 Transition Dates

Impington: 22<sup>nd</sup> and 23<sup>rd</sup> June

Sawston: 30<sup>th</sup> June and 1<sup>st</sup> July

St Bede's:

Northstowe: 10<sup>th</sup> July

Cottenham: 14<sup>th</sup> July

Swavesey: 15<sup>th</sup>, 16<sup>th</sup> and 17<sup>th</sup> July



**Summer Fair**

Just a reminder to save the date for the Summer Fair. More details will follow in coming weeks!

 **Meridian Trust News**

Visit our Trust Website to read about what has been happening at Meridian!

[Read more here](#)

 **Work with us**

[Find out more](#)

Connect with us at Histon & Impington Park Primary School



# What Parents & Educators Need to Know about IMAGE-ALTERING FILTERS

From playful puppy ears on Snapchat to 'beauty mode' on TikTok, image-altering filters are now a routine part of how young people communicate online. While many are harmless, others subtly reshape people's faces and bodies. This can blur the line between reality and edited content, potentially influencing how children and young people see themselves and others.

## WHAT ARE THE RISKS?

### ALTERED BEAUTY STANDARDS

Many 'beauty' filters smooth skin, reshape facial features, or adjust body proportions. Over time, repeated exposure to these filters can shift a child's idea of what is 'normal' or attractive, creating unrealistic expectations about their own and others' appearances.

### PRESSURE TO LOOK PERFECT

Filtered images can often attract more 'likes' and positive comments. This can encourage children and young people to rely on editing tools to gain others' approval, rather than feeling confident in their natural appearance.

### LOW SELF-ESTEEM

Regularly viewing heavily filtered content can lead to comparisons with unrealistic images. This is linked to body dissatisfaction and reduced self-esteem, particularly among children and teenagers.

### HIDDEN ADVERTISING

Some filters are linked to beauty products or trends, subtly promoting third-party brands. Children and young people may not recognise this as advertising, while also sharing personal data – such as facial images and usage habits – with apps and third parties.

### BLURRED REALITY

As filters become more advanced and natural-looking, it can be difficult for children and young people to distinguish added content from real life, especially when filters are used in everyday photos and videos.

### SEXUALISED EDITS

Certain tools can make users appear older or more sexualised. This may attract unwanted attention, increase the risk of images being shared without consent, and expose young people to unsafe interactions.

## Advice for Parents & Educators

### START OPEN CONVERSATIONS

Talk regularly about filters, such as how they work and why people use them. Ask the children and young people in your care how filtered images make them feel and encourage honest discussion without judgement.

### REINFORCE WHAT'S REAL

Help children and young people understand that filtered images are digitally altered and are not an accurate reflection of real life. Emphasise that they don't need to meet these artificial standards.

### CHALLENGE 'PERFECT' POSTS

When viewing content together, gently point out the signs of editing, filters, or posing techniques. This builds critical thinking and helps children and young people question unrealistic images.

### PROMOTE OFFLINE CONFIDENCE

Encourage activities that build self-worth beyond appearance, such as sports, hobbies, friendships, and creative interests, so that confidence isn't tied solely to online validation.

## Meet Our Expert

Perven Kaur is a digital parenting expert and founder of Kids N Clicks, a platform dedicated to helping parents navigate the online world alongside their children. She is an expert contributor for Internet Matters, offering practical guidance on an emerging online safety issues. Her insights have been featured by the BBC, The Telegraph, TalkTV, and other major media outlets, supporting families across the UK.



The National College

See full reference list on our website

# What Parents & Educators Need to Know about STREAMING SERVICES

## WHAT ARE THE RISKS?

Streaming services are platforms that allow users to watch cartoons, documentaries and movies online immediately (often referred to as SVoD: streaming videos on demand). Ofcom reported that children and young adults prefer streaming services to traditional TV. With two-thirds of UK households subscribing to at least one streaming service, parents must understand how to manage screen time, set age restrictions and ensure safe viewing.

## COSTLY

Subscription services can be costly. As the main source of entertainment, most households have at least one streaming platform, and each platform has its own monthly subscription fee. Services are charging more for ad-free viewing, and better quality and resolution; however, there is a cheaper option with adverts. Due to price increases, Netflix and Disney+ reported a sharp increase in users subscribing to their ad-supported tier in 2023.



## EXCESSIVE SCREEN TIME

Excessive screen time contributes to sedentary behaviour and can negatively impact physical and mental health. Ofcom found that 4- to 15-year-olds averaged 2.5 hours per day across all video-sharing platforms, not including gaming. The vast range of content available, combined with features such as autoplay, makes it easy for children to watch for extended periods of time.



## ILLEGAL STREAMING

Sharing passwords or using modified Fire Sticks to access streaming content without permission is illegal. Most streaming services have now put measures in place to detect account sharing. When account sharing is identified, platforms will offer an opportunity to pay for an added member or will ask the user to verify who they are.

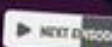


## AGE-INAPPROPRIATE CONTENT

Most streaming platforms allow users to set up a profile for each family member, with the option of putting specific restrictions in place. These include adding a profile lock or PIN, controlling autoplay of previews and next episodes, and limiting content based on age ratings. Nonetheless, these restrictions aren't foolproof. Content which is rated as suitable for an age group may still include themes, language, or images which children and families find inappropriate.

## BINGE WATCHING

Features such as autoplay make it easy for viewers - especially young people - to continue watching episodes without a break. This can foster unhealthy and addictive patterns, such as consuming a vast amount of content in one sitting. With binge watching come a lack of social interaction, lack of physical exercise, and often late nights and sleep disruptions which impact their mental and physical wellbeing.



## HARMFUL STEREOTYPES

Many platforms track viewing habits, time consumed, and preferences, and generate recommendations to encourage your child to keep watching. This results in your child being in a 'loop' whereby they think the 'recommended' shows would be something they would enjoy rather than thinking critically for themselves. This can shape their beliefs, values, and understanding of the world from a young age without even realising it.



## Advice for Parents & Educators

### SET UP INDIVIDUAL PROFILES AND ADD PINS

Almost all streaming services allow users to set up individual profiles where each family member can have age restrictions put in place for the content they can view. Adult profiles can be protected through the use of PIN. Keep this private. Use the options of putting specific restrictions in place such as controlling autoplay of previews and next episodes, and limiting content based on age ratings.



### TALK ABOUT ALGORITHMS

Talk to your child about how streaming services track what they watch, and base adverts and recommended shows/movies on previous viewing. Encourage them to critically think about whether the recommendations are suitable and how they want to spend their time. Discuss stereotypes with your child and challenge them to think about what they watch and how this may influence their beliefs.



### MONITOR AND TALK OFTEN

Discuss with your child what they are watching, find out which programmes are trending, and watch them yourself. Have a little look at their watch history to check the content of what they're watching. Some platforms have been known to recommend or autoplay older or graphic content after a child's movie has been played. While some TV shows or movies may have a suitable age rating, your child may still find the content scary, or it may explore themes you don't want to explore with your child yet.



### SET TIME RESTRICTIONS

Many streaming services offer the opportunity to buy movies, or add additional features to your subscription such as sports channels, as well as play games. This can increase the amount of time young people spend sitting idly in front of the screen. Some platforms (e.g. Apple TV+) allow you to set screen time restrictions. If the streaming service doesn't allow you to set screen time limits, set a family rule and stick to it.



### 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.



See full reference list on our website