



24th April 2026

# HIPPS Newsletter



## Headteacher Update

You will already be aware from the letter sent by Mrs Birch earlier this week that I will be leaving HIPPS at the end of this academic year. It has not been an easy decision but I think it is the right time to hand over to someone else.

I believe I will leave the school in a strong position, not just in terms of outcomes across the school, but in terms of a fantastic, committed staff group and a parent body who appreciate everything that the school does.

Parents (and the children!) have asked me what I'm going to do next and the honest answer is I'm not sure at the moment.

I will dispel one myth though! I am not leaving to become head teacher at another school. Having been head teacher at HIPPS for 11 years, from my perspective, that would only ever have been a downgrade! Being the headteacher at our school has been one of the biggest privileges of my life and I know that I will very much miss all my colleagues both in the school and the wider trust.

I also know I will hugely miss the children who, on a daily basis, never fail to make us all laugh, smile and occasionally cry (usually in a good way!).

Thank you for all your kind comments at the school gates. I am still here for the rest of this very busy term and there are so many exciting things to look forward to!

Jonathan Newman



Meridian  
Trust

## News from the classrooms

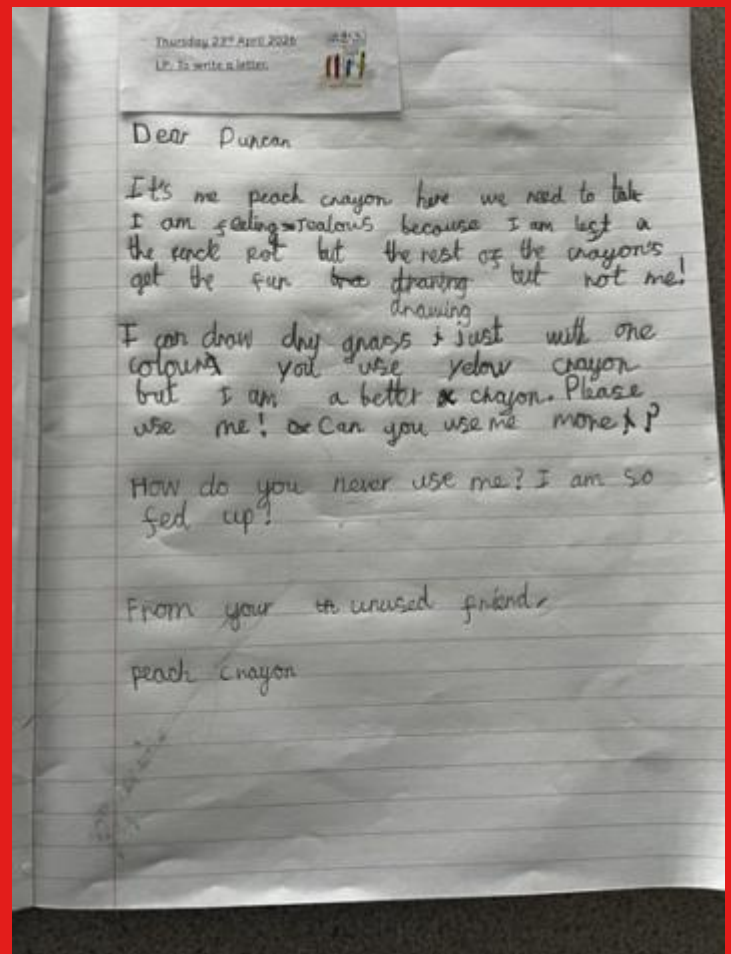
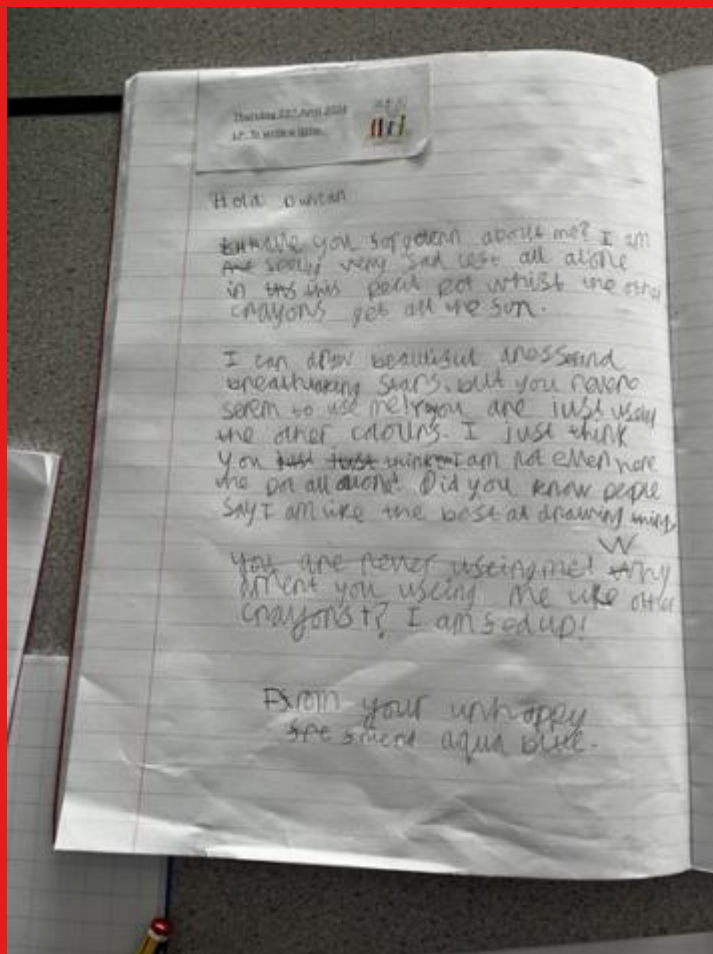
In Reception this week the children have talked about road safety and how to cross the road properly. They have designed their own signs.

They have also been reading the story of 'The very Hungry Caterpillar' and looking carefully at their own caterpillars and waiting patiently to see what is going to happen to them next!

In Key Stage 1 the children have been writing letters, pretending to be one of the crayons from 'The day the crayons quit'. They have been writing letters to Duncan (the boy from the story) using a range of informal exclamation sentences and different questions. The teachers have been so impressed by the letters that they have written.

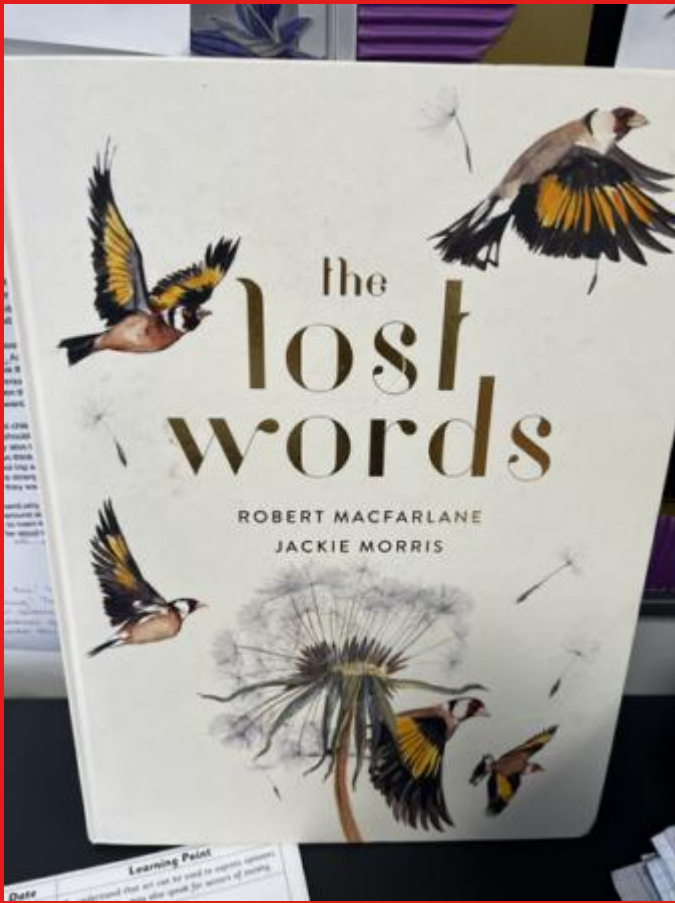
Year 3 and 4 have had visits to the library over the last couple of weeks but Year 3 have also produced some lovely art based on the work of Andy Goldsworthy who produced sculptures from things he found in the natural environment.

In year 5 the children have been using the wonderful book lost words as a stimulus for writing and illustrating their own poems. The work they have produced both in their writing and artwork has been stunning!(see page below)



# Year 5 Lost Words

## Poetry



## District netball finals

Fantastic effort by our A team in the beautiful sunshine at Comberton yesterday at the district netball finals.

Having qualified for the finals before Easter they finished 5th out of the 14 teams who participated in the finals. The team were very unlucky not to finish higher as they missed qualifying for the semi-finals on goal difference!

In the group stage they won 4 games, drew 1 and only lost to the eventual tournament winners Swavesey.

They they drew a very exciting play off game 2-2 with Pendragon.

The team work they showed was amazing and they have all improved so much from their first matches in October. We couldn't be more proud.

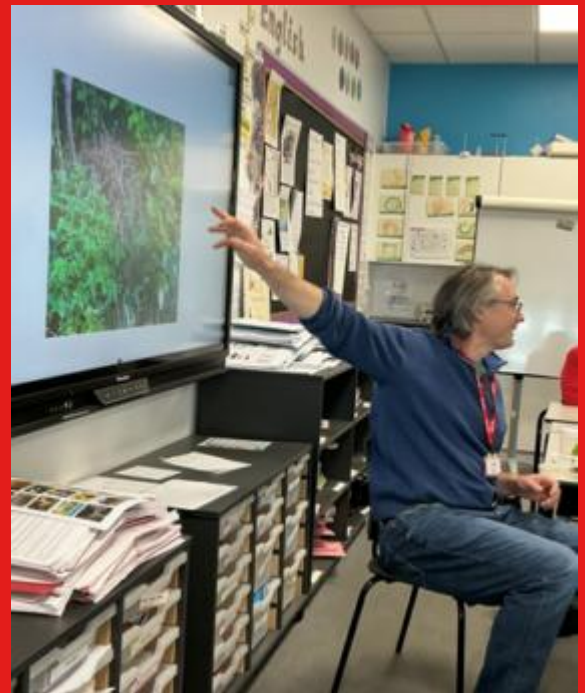
Well done to Heidi and Lily for great shooting, George and Pearce for some awesome defending, Kyra and Poppy for their non-stop running but special mention to Kyran for his brilliant team work, encouragement of team mates and all round excellent netball. A big thank you to Miss Peake and Mrs Witt who accompanied the team.



## Eco-Council





On Tuesday 21st April, the Eco Council met with Ed Turner to learn about the importance of supporting the ecosystem within our school grounds. The children discovered how different plants benefit specific creatures, depending on the structure of their flowers and petals.

We also discussed ways to improve areas around the school to better support wildlife, including using seeds to grow a variety of wildflowers. The children listened with great interest and particularly enjoyed observing a range of animals that Ed had brought in from his garden. Thank you for an engaging and informative session!



## 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	62	76	66	65
Total for the term	107	125	120	111



# Key Dates (new dates in black)

<b>Monday 27<sup>th</sup> April</b>	<b>2.45pm</b>	Year 3 Showcase Assembly and Open Classroom
<b>Tuesday 5<sup>th</sup> May</b>		Class Photos
<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–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>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>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>Thursday 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

# ROBLOX

### WHAT ARE THE RISKS?

Roblox is an online platform where users can play and create games known as 'experiences' made by other users. Roblox has a large UK audience. ITV News has reported that millions of people in Britain use the platform regularly, with children forming a significant proportion of its users. The sheer scale of it makes it extremely difficult to moderate effectively, creating risks for unsupervised children.

### A PLATFORM RATHER THAN A GAME

Roblox differs from traditional video games in that it hosts millions of user-created experiences rather than a fixed set of developer-produced content. Each experience is self-rated by its creator rather than independently age-rated in advance, as is the case with PEGI-rated games. With millions of user-created experiences, moderation is largely automated which means that inappropriate content may reach younger players and have a harmful effect.

### MATURE CONTENT

With much of Roblox's moderation automated through AI and creators self-certifying suitability, inappropriate content frequently appears on the platform. Some experiences may include content intended for older players. While Roblox has tools to restrict access based on age settings, these systems are not always perfect. Younger players are likely to encounter content you may deem unsuitable.

### IN-GAME SPENDING

Roblox is free to play, but many experiences and cosmetics include optional purchases using Robux, the platform's virtual currency, to get advantages in games. This business model is common across online games, but reporting has highlighted cases where children have spent large amounts of money unintentionally or without understanding the real-world cost.

### RISK OF ADDICTION

Roblox encourages repeated and extended play. Many experiences are made of short tasks, rewards, and progression systems that can prompt users to keep playing for longer periods of time. Some games also use reminders, daily rewards, or timed events to encourage frequent logins. These designs can make it difficult to stop playing. Spending long periods online may affect sleep, homework, or other activities if boundaries are not in place.

### COMMUNICATION WITH OTHER USERS

Roblox includes text and voice features that allow players to chat in shared game spaces. While the platform uses automated filters and moderation tools, media investigators have found that inappropriate and potentially harmful messages can still get through. There are risks that children could be targeted by groomers. In response, Roblox has announced changes to how chat works. The platform plans to use facial age-estimation technology to restrict chat access between adults and children they do not know.

## Advice for Parents & Educators

### USE PARENTAL CONTROLS

Roblox's parental controls provide an important starting point. Linking a child's account to an adult account allows parents to apply spending controls, limit communication features, and review recent activity. Regular supervision, use of parental controls, and conversations with children about what they see online can help reduce the risk of exposure to inappropriate content.

### CONSIDER LIMITING OR DISABLING CHAT

Although Roblox is introducing tighter age-based chat restrictions, some parents and educators may prefer to disable chat entirely for younger children. Children can still play games while communicating with friends they know through other supervised platforms.

### PLAY TOGETHER WHERE POSSIBLE

Playing Roblox with a child can help adults understand the types of experiences available, how monetisation works, and how children interact online. This shared engagement can also make it easier for children to raise concerns if something feels wrong. Parents and educators should monitor all games played on Roblox due to its self-rating nature.

### ENCOURAGE OPEN CONVERSATIONS

Many Roblox experiences are creative and age appropriate, and for many children, the platform is an important way to socialise with friends. Rather than banning it outright, parents and educators should talk openly with children about online safety, spending, and how to respond to inappropriate behaviour.

### Meet Our Expert

Alan Martin is a technology journalist who has written for publications including *Wired*, *Technicator*, *The Telegraph*, *The Evening Standard*, *The Guardian* and *The New Statesman*.



The National College

See full reference list on our website

X @wake\_up\_weds

f /www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.01.2024