



North Crescent Primary School

Guiding Explorers of the Future

St Patrick's Day is a celebration held on 17th March to honour St Patrick, the patron saint of Ireland. It is a day when people celebrate Irish traditions, and history, often by wearing green and taking part in fun activities. At our school, we celebrated St Patrick's Day by learning about Ireland and Irish culture. We listened to Irish music and made shamrock crafts. It was a fun day where we learned new things and enjoyed celebrating together.



Diary Dates

Monday 23th March -
Parent Consultations

Thursday 26th March -
Parent Consultations

Thursday 26th March -
Year 5 Sharing Assembly @ 2:50pm

Friday 27th March -
Last day of Spring term

Monday 13th April -
First day of Summer term

Thursday 30th April -
Year 4 sharing assembly

This is a fun story and clearly doesn't take itself too seriously. The premise of the story is the young boy (Henry) wants a dog more than anything in the world (the story includes a list of what Henry wants a dog more than even including world peace!). Henry puts out an advert for a dog, but instead a lonely duck responds to the advert and decides to dress up as a dog to fool Henry and gain a friend. Initially Henry believes the duck is a dog, but the duck fails in some of the dog-like activities Henry tasks it to complete and eventually the duck's costume falls off and it is exposed. The duck fears rejection, but Henry decides to find out how to look after ducks and keeps it.

Book of the Week



Wanted: The Perfect Pet by Fiona Robertson

Comic Relief Day at our primary school was full of laughter, Kindness, and fun.

We came dressed in bright red and silly outfits, making everyone smile from the moment we arrived. Throughout the day, we took part in exciting activities, games, and challenges, all to help raise money for people in need. It was wonderful to see everyone working together, showing generosity and care. We had an amazing time while also making a difference!

Huge congratulations to the following children who have been chosen as the Lead Learners.

Explorers	Elijah	Pathfinders 2	Alexandra
Pathfinders 1	Henrique	Adventurers 4	Laila
Adventurers 3	Hallie	Navigators 6	Whole class
Navigators 5	Bernie		

Each week we celebrate the class that have shown respect for their classroom. The children really love our gold, diamante dustpan and brush award! Why don't you ask them about it?

Navigators 6 showed amazing, respectful behaviour on our local area visit. We walked all the way to Memorial Park, where we researched local heroes of Wickford from World Wars I and II. We discovered some interesting facts, including the contributions of local civilians. We then enjoyed using the play park - luckily the weather allowed it!

Instagram: @northcrescentprimary
FB: North Crescent Primary School
Twitter/X: <https://x.com/NorthCrescentP>





Easter Allergens



This week we are looking ahead to Easter in our update.

- **Ensure you have safe options:** If you are planning Easter celebrations, consider the pupils with allergies when it comes to food related treats. You can buy plenty of allergy friendly Easter eggs in the supermarket. Brands that are free from the main allergens include Nomo and Moo Free. Both of these have small treats as well as large eggs and are available from most supermarkets (even the small ones often stock a few of their goodies). Supermarkets often have their own brand version of safe treats too, just check the label carefully.
- **Check the ingredients:** Watch out buying Easter egg versions of treats that are usually safe. Often their ingredients vary as they are made on different lines, and so brands that are usually safe may suddenly come with a "may contain" warning, or contain ingredients they normally exclude. For example Maltesers Easter egg carries a may contain warning for hazelnut and almonds, but the usual Maltesers don't, and Cadbury's creme eggs contain egg, but the chocolate bar equivalent doesn't.
- **Allergy friendly hot-cross bun recipe** : if you are baking with your students here is a egg and milk-free [hot cross bun recipe](#) from Jen.
- **Chicks in the classroom:** for classrooms hosting hatching chicks, here is an [article explaining](#) how to keep handling the new born chicks safe and inclusive for a child with an egg allergy.

We are fielding lots of questions about the new legislation coming into force later this year. If you want to get in touch, please email us at schools@theallergyteam.com. We have also just launched Named Allergy Governor Training. You can find out more [here](#).

What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 91% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

WHAT ARE THE RISKS?

ALGORITHMIC EXPOSURE

Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.

WEAPONS AND CRIMINAL RISK

Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection'; however, carrying a weapon increases the risk of victimisation (harm and injury by others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.

SHARING VIOLENT CONTENT

Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.

FEAR, ANXIETY, AND MARGINALISATION

Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, attacks, and fights – or content that appears to glamorise gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also create disproportionate harm for children belonging to those groups.

AVOIDANCE AND ISOLATION

Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in avoidant and isolating behaviours, which may negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling judged for spending time together in large groups, which may affect their social interactions and leisure time.

Advice for Parents & Educators

STAY INFORMED

Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Remind them never to share violent content online and to speak to a trusted adult instead.

TALK CRIME AND SAFETY

In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: "What could you do if you feel unsafe?" Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.

Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.



DISCUSS SOCIAL MEDIA

Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost where to get support and advice, such as reportharmfulcontent.com.

ENCOURAGE POSITIVE ACTION

Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via childline.org.uk.

See full reference list on our website

