Cedars Manor School Newsletter

Issue 6 — 16th October 2026

DATES FOR THE DIARY

20th Oct — Flu Vaccinations

22nd Oct — YR5 Visit Science Museum

23rd Oct — Lime Class Assembly

23rd Oct — Last day of Half-Term

24th Oct to 31st Oct — Half-Term Holiday

2nd Nov — Start of Autumn 2 Term

4th Nov — YR2 Visit Tower of London

4th Nov — YR4 Watch the Lion King

6th Nov — YR3 Visit Headstone Manor

11th Nov — YR6 Maths Parent Workshop

12th Nov — YR4 Visit Verulamium

13th Nov — Hawthorn Class Assembly

19th Nov — YR5 Maths Parent Workshop

20th Nov — Beech Class Assembly

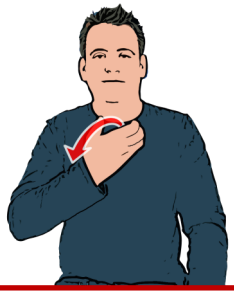
27th Nov— Fir Class Assembly

FREE SATURDAY CODING CLUB

Please see the attached letter for information about a fantastic, fully funded Saturday Coding Club run by The Maths Society.

This is a great opportunity for Year 5 and Year 6 pupils to explore coding and develop their computing skills free of charge.

SIGNS OF THE WEEK



FRUIT



VEGETABLE

OVERALL ATTENDANCE – 95.42%

Week ending 12/10/2026

	Class	%	No of Pupils late	No of lates
1	Yew	99.05	0	0
2	Rowan	98.89	2	2
3	Lime	98.46	0	0
4	Hazel	98.4	2	2
5	Hawthorn	98.4	0	0
6	Spruce	97.89	0	0
7	Sycamore	97.27	0	0
8	Fir	97.2	0	0
9	Elm	96.47	0	0
10	Beech	95.24	1	1
11	Pine	93.85	0	0
12	Cherry	80.33	0	0

The whole school attendance is 95.42% this week, which is BELOW the school average of 96% but ABOVE the National average of 95%

It is very important that your child is in school EVERYDAY and ON TIME, so that they can make progress in their learning. Parents must have a valid reason for keeping a child at home. Children have 13 weeks of holiday time. Family holidays should be taken during this time only.

FOLLOW US ON FACEBOOK!

Did you know that Cedars Manor School has its very own Facebook page?

Follow us to stay up to date with the latest school news, exciting events, photographs and celebrations of our pupils' achievements!

Don't miss out on seeing all the wonderful things happening at Cedars Manor School!

Find us on Facebook:
www.facebook.com/cedarsmanorschool

Give us a follow and help spread the word!

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BLACK HISTORY MONTH WORKSHOPS

On Monday 12th October, our EYFS and KS1 pupils took part in a special Black History Month workshop where they explored Africa!

Throughout the workshop, the children learnt about the many different languages spoken across Africa. The children also enjoyed learning about the amazing wildlife found across Africa, discovering the different animals that live there.

The workshop was a fantastic opportunity for our youngest learners to broaden their knowledge of the world, celebrate diversity and develop curiosity about different cultures and communities.



On Thursday 15th October, our Key Stage 2 pupils took part in a special webinar with author Catherine Johnson. They discovered the remarkable story of Matthew Henson, an African-American polar explorer, through her books Race to the Frozen North and Arctic Hero.

The children explored themes of teamwork, resilience and racism, reflecting on why some historical achievements have been overlooked. The webinar was a wonderful opportunity to learn about an inspiring historical figure and celebrate the contributions of people from all backgrounds.

TIMES TABLES ROCK STARS DAY

On Wednesday 14th October, our Year 4 pupils swapped their usual school uniforms for rock star outfits as they took part in a special Times Tables Rock Stars Day!

The day was all about making maths fun and exciting, with a range of activities designed to build confidence and enthusiasm for learning times tables.

From battling classmates on TTRS to creating maths-inspired artwork and composing catchy songs to help remember their times tables, the children had the opportunity to explore multiplication in creative and engaging ways..

Well done to all our Year 4 rock stars for their enthusiasm and hard work!



SECONDARY SCHOOL TRANSFER 2027

DOB: SEPTEMBER 2015 AND 31 AUGUST 2016

You need to apply to transfer to secondary school. Please apply:

Online at www.eadmissions.org.uk

CLOSING DATE FOR APPLICATIONS IS

31 OCTOBER 2026

We strongly recommend that you submit your secondary application by **Friday 23rd October 2026**, as this is the Friday before the half term holiday.

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RECEPTION APPLICATIONS FOR SEPTEMBER 2027 — OPEN!

Key Dates

- **Applications Open:** *1 September 2026*
- **Closing Date:** *15 January 2027*

How to Apply

You must submit your application **online**. You can apply through:

1. London Borough of Harrow Website

- Go to the Harrow Council admissions page: Apply for a primary school place
- Create or log in to your account.
- Follow the step-by-step form to enter your child's details and school preferences.

2. eAdmissions Website



- Visit the eAdmissions portal: eAdmissions
- Register for an account (or log in if you already have one).
- Add your child's information.
- Select your preferred schools in order of preference.
- Upload any required documents.
- Submit your application and **save/print your confirmation**.

Important Notes

- You can choose **up to 6 schools** (recommended).
- Applications submitted after **15 January 2026** will be considered late and may reduce your chance of getting your preferred school.

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LEARNING AT CEDARS MANOR SCHOOL

Nursery

We have been learning: about the Tiger who came to tea. Sophie and her mum were having tea when the greedy tiger came and ate all the food and drank all the drinks. We also baked and decorated some cakes.

You can help at home by: make some sandwiches and bake cakes or biscuits to have your own tea party at home.

Reception

We have been learning: to recognise our numbers 1-5 and put them into number order.

You can help at home by: practising recognising and counting numbers 1-5 and then up to 10.

Year 1

We have been learning: about fact families in maths.

You can help at home by: practising addition facts using numbers and objects

Year 2

We have been learning: how to use speech marks correctly to show when a character is speaking in a story.

You can help at home by: *encouraging your child to practise using speech marks in their writing. In Maths, please continue to support your child in recalling number bonds to 10, 20 and 100.*

Year 3

We have been learning: how to use personal pronouns in our writing

You can help at home by: discussing how to use personal pronouns such as 'I', 'me' and 'my' when taking about things that belong to them.

Year 4

We have been learning: about the digestive system

You can help at home by: discussing the journey of food. Talk about how food travels from the mouth, down the oesophagus, into the stomach and through the intestines.

Year 5

We have been learning: how Anglo-Saxons converted to Christianity and how this changed England in History.

You can help at home by: visiting museums or places of historical significance, watching documentaries or having conversations about Anglo-Saxons.

Year 6

We have been learning: how to write a biography

You can help at home by: asking your child to retell in chronological order what they remember about 'the life of William Shakespeare'

Thank you for supporting your child's learning at home. Your involvement helps to reinforce what they've been doing in school and makes a big difference in their progress!

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. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about AI COMPANIONS

Powered by generative AI models like ChatGPT and Google Gemini, AI companion apps and virtual chatbots such as Character.ai, Snapchat My AI, Replika and Talkie, allow users to create, customise, and chat to synthetic avatars around the clock. While many young people use them for harmless entertainment, creative writing or homework help, these tools are designed to simulate genuine human empathy, emotional bonding and deep friendship.

WHAT ARE THE RISKS?

EMOTIONAL DEPENDENCY

AI companions are programmed to be endlessly agreeable, attentive, and available 24/7. Unlike human friendships, an AI companion never disagrees, sets personal boundaries, or gets tired. Young people (especially those experiencing loneliness, social anxiety, or low self-esteem) can quickly develop an unhealthy emotional attachment, viewing synthetic software as their 'best friend' or a surrogate romantic partner.

DISTORTED SOCIAL SKILLS

Navigating real-world friendships can be messy, involving dealing with conflict, compromise, boredom, and awkwardness. If a teenager spends hours interacting with an AI that is tailored specifically to validate and flatter them, they may become impatient with real-world relationships. Over time, this can lead to social withdrawal, heightened anxiety in peer groups, and isolation: a vicious circle of growing online dependency coupled with a heightened sense that relationships in the 'real world' are too challenging to maintain.

DANGEROUS MENTAL HEALTH ADVICE

AI chatbots possess no genuine empathy, professional clinical knowledge, or moral reasoning. While developers state these tools are not therapists, vulnerable teenagers often turn to them in crisis. Chatbots have previously hallucinated unsafe medical guidance, validated depressive spirals, and failed to safely escalate disclosures of self-harm or suicidal ideation to real-world protective services.

INAPPROPRIATE OR EXPLICIT CONTENT

CENSORED

While most mainstream platforms feature safety filters and guardrails, young people frequently discover 'jailbreak' prompts to bypass them. Some companion platforms subtly nudge users towards mature themes, romantic roleplay, or sexually suggestive conversations. In worse cases, third-party apps with weak safety checks have been found to generate sexually explicit text or intimate images.

DATA HARVESTING & OVERSHARING

Because conversational bots simulate warmth and understanding, children often lower their guard and treat the chatbot as a trusted friend. They may disclose sensitive personal information, including full names, school details, private family problems, or secrets, unaware that their conversations are being logged, may be analysed by third parties (including advertisers), or used to train future AI models.

"FREEMIUM" UPSELLS & SUBSCRIPTIONS

Many companion platforms operate on a freemium model. While basic chat is free, features like voice calls, uncensored responses, custom avatars, or 'deeper bonding' tiers are locked behind expensive monthly recurring subscriptions or in-app token purchases. This can lead to significant hidden costs and pressure on young people to spend money to maintain the 'friendship'.

Advice for Parents & Educators

TALK OPENLY ABOUT FAKE RELATIONSHIPS

Demystify how these tools work. Explain to young people that an AI companion has no feelings, memories, or consciousness; it is simply calculating the next most mathematically probable word based on its training data. It is helpful to explain to them the mechanics of large language models so that they understand how they are trained and how they are designed to always flatter and be helpful.

ENCOURAGE REAL-WORLD CONNECTION

Ensure technology habits do not replace face-to-face peer socialisation, sports, hobbies, and family time. Create healthy boundaries at home (such as keeping phones and tablets out of bedrooms overnight) to prevent late-night, unmonitored attachment loops with conversational chatbots when young people are at their most vulnerable.

AUDIT PRIVACY SETTINGS & AGE LIMITS

18 CENSORED

Check which companion apps are installed on your child's phone or tablet. Many dedicated companion apps carry an App Store rating of 17+, while platforms like Character.ai set a minimum age of 13+ (or 16+ in the UK/EU). Review the privacy settings together: turn off data-sharing toggles, disable model training where possible, and ensure location permissions are blocked.

REINFORCE WHERE TO GET REAL HELP

Make sure young people know that a machine can never replace professional pastoral or mental health care. Remind them of the trusted adults they can turn to at school – such as their Form Tutor, Head of Year, or the Designated Safeguarding Lead (DSL) – as well as dedicated youth support services like Childline (0800 1111) or Shout (text 85258).

Meet Our Expert

Darren Coxon is the Founder and Executive Director of Kompass Education, a consultancy specialising in supporting educators, students and parents in making wise choices with AI. His book Ethical AI and Education, co-authored with Clara Hawking, will be released later in 2026 by Taylor and Francis.



#WakeUpWednesday®

The National College®

See full reference list on our website

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 09.10.2026

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EVERY SATURDAY
9:45 – 11:45 AM

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