



Cedars Manor School Newsletter

Issue 10 — 20th March 2026



DATES FOR THE DIARY

- 23th March—Parent Consultations
- 24th March—Parent Consultations
- 26th March—YR1 Transport Museum Trip
- 27th March—End of Term (**1:30 PM FINISH**)
- 16th—17th April—Bikeability
- 16th April—YR6 Bentley Priory
- 22nd April— YAPS Project
- 30th April—YR4 British Museum Trip

EYFS BEEP BEEP DAY

Our Nursery and Reception children took part in this year's Beep Beep Day. Beep Beep Day is a national awareness day to support our youngest learners about Road Safety. Our school Junior Road Safety Officers led road safety sessions which focused on how to use the Green Cross Code to use a Pelican Crossing or Zebra Crossing safely.

Speak to your child about the Green Cross Code and use this with your child when you are crossing the roads together, 'STOP, LOOK, LISTEN, THINK!'

Nursery and Reception also took part in activities in class to further support their understanding of car safety and why it is important to wear a seatbelt.



★ AFTERSCHOOL CLUB ★

Monday – Friday | 3:20 PM – 5:45 PM |

Our Afterschool Club offers fun activities and a welcoming space for your child to unwind after the school day.

Cost per session:

• **£10 per child**

• **£8.50 per child for siblings**

(A minimum of one session per week is required.)

Important Information:

Fees must be paid termly in advance.

Sign-up form collected from the school office.

ECO WARRIOR TREE PLANTING

Cedars Manor was lucky to receive 15 free tree saplings from the Woodland Trust to further develop our school environment. These saplings are for an urban environment and designed to thrive in built up areas.

Our Eco Warriors led this planting session in our allotment area. They will now monitor the saplings growth by regularly watering them and tending to them when needed. By planting new tree saplings we are working on improving our planet.





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RECEPTION ZOOLAB EXPERIENCE

Reception had an amazing visit from ZooLab on Tuesday this week. They were introduced to a number of different reptiles and insects.

ZooLab brought with them a snake, Giant African Snail, gerbil, millipede, frog, tarantula and a stick insect. The children were able to look closely, touch or hold the different creatures, it was very exciting! This visit further supported the children's recent learning on minibeasts and provided children with a wonderful hands on experience.



YEAR 2 VISIT TO KEW GARDENS

On Tuesday 17th March, Year 2 visited Kew Gardens. The children were exploring different plants and the habitats and environments that are needed to help them grow. It was a wonderful experience, allowing children to observe the different plants that grow all over the world. The children took part in a workshop led by Kew Gardens, learning about carnivorous plants, discovering how they survive in different environments and hunting for plants that camouflage. The children also found a Cedar Tree, which was very exciting!



EVERYBODY DANCE WITH THE ROYAL BALLET AND OPERA

Year 2 had an amazing opportunity from the Royal Ballet and Opera to learn about dance this week.

They took part in The workshop 'Everybody Dance! Alice's Adventures in Wonderland. The session was fun and engaging and allowed children to explore some key ballet moves and have a go at performing these.

During the workshop children developed their flexibility, agility, balance and coordination and were able to build on a range of movements to create a sequence to express a range of feelings through dance.





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LEARNING AT CEDARS MANOR SCHOOL

Nursery

We have been learning: all about road safety while taking part in beep beep day

You can help at home by: when crossing a road use get the children to practice stop, look, listen and think to make sure it is safe to cross.

Reception

We have been learning: what a seed needs to grow through our story 'Seed in Need.' We also looked at different parts of a flower and their uses.

You can help at home by: planting your own seeds in the garden or in a pot and watch it grow together. Asking your child what will help the seeds to grow.

Year 1

We have been learning: our 2 times table and 10 times table in math

You can help at home by: using everyday objects (like toys, socks or snacks) to practice counting in 2s and 10s.

Year 2

We have been learning: about mass

You can help at home by: using everyday objects to compare what is heavier or lighter. Let children weigh items during simple activities like cooking. Units: g and kg

Year 3

We have been learning: how we can use light to make shadows.

You can help at home by: by using the sunlight and other forms of light to discuss how shadows are formed.

Year 4

We have been learning: to write a narrative

You can help at home by: asking them to retell their narrative

Year 5

We have been learning: about percentages in math

You can help at home by: Using any appropriate social context to showcase the importance of knowing how to calculate percentages e.g. while shopping.

Year 6

We have been learning: about FANBOYS and ISAWAWABUB.

You can help at home by: asking what these letters stand for and how to use them in a sentence.

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!

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.

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.

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.



#WakeUpWednesday

The National College

See full reference list on our website

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Our strength is our shared experience

Partnership for Inclusion of Neurodiversity in Schools (PINS)

JOIN
US

PARENT

COFFEE MORNING

Hosted by

Vicky Leech
from Harrow Parent Carer Forum

Learn about the PINS project. Do you have something to say about your child's education? We want to hear your voice!

- ✓ Meet other parents
- ✓ Get your questions answered
- ✓ Discuss important information

We welcome you all



Can't attend, send an email
Vicky@harrowparentforum.org



Location
Whittlesea Road Harrow
HA3 6LS

26

March
9am
**Cedars
School**

What This Coffee Morning is About:

- **Supporting All Children:** We want to make sure every child feels included and supported at school, especially those who might learn or think differently from others.
- **Your Opinions Matter:** This event is a chance for you to share your thoughts about your child's school experience. We want to listen and learn from you.
- **Meet Other Parents:** Come and chat with other parents who might have similar experiences. It's a friendly space to share ideas and support each other.
- **Get Helpful Information:** Vicky Leech from the Harrow Parent Carer Forum will be there to answer your questions and tell you about ways the school and community can help.
- **Enjoy a Coffee and a Chat:** It's a relaxed morning where you can meet people, get information, and feel part of a caring community