



The Rosary School End of September Newsletter



Smashing September!

We have had a wonderful start to the new school year, and it has been lovely to see how well the children have settled into their new classes. There is a real sense of enthusiasm, purpose and joy across our school, and it has been wonderful to see the hard work taking place in classrooms and beyond.

Please take some time to look through the pages of this newsletter, where we celebrate just some of the fantastic learning, activities and achievements that have taken place during our

first month together. We are incredibly proud of the children and all that they are already accomplishing.

During this first month, we have also been celebrating the Season of Creation, taking time to reflect on how we are called to be stewards of God's wonderful creation. As a community of faith, we have been reflecting on our responsibility to show care, respect and love for our world and for one another. Through our learning, prayer and actions, the children have been encouraged to consider how each of us can make a positive difference and help to care for our common home.

It has been a joyful and purposeful start to the year, and we look forward to all that the coming months will bring.

Our Catholic Faith - Little Way Week



Next week, we will be celebrating Little Way Week, inspired by the beautiful life and teachings of St Thérèse of Lisieux.

The '*Little Way*' reminds us that we do not need to do big or extraordinary things to grow closer to God. Instead, we can become holy by doing the small, everyday things with great love.

St Thérèse chose to offer each moment of her day to God, including the ordinary, difficult and sometimes boring tasks. Whether she was helping with chores, being patient with others or showing kindness to someone who was unkind, she tried to do everything with love, joy and generosity.

Living the *Little Way* is not always easy. It challenges us to be patient, humble and loving, particularly when things are difficult. St Thérèse teaches us that small acts of love can make

a big difference and that each of us has the opportunity to become a saint through the way we live each day.

During Little Way Week, we will be encouraging the children to think about the small things they can do to make a difference—to their family, their friends, our school and our wider community.

What small thing could you do next week with great love?

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Sunday Gospel



Jesus said to the chief priests and the elders of the people, “What do you think about this? A man had two sons. He went to one and said, ‘My son, go and work in my vineyard today.’ ‘I will not go,’ his son replied – but later he changed his mind and went. The man said the same thing to his other son, and the son replied, ‘Yes, I will’ – but he did not go. Which of the two sons did the will of their father?” “The first,” they said. Then Jesus said to them, “I tell you truly that those we consider outcasts are going ahead of you into the kingdom of God. Did not John the Baptist come to you, teaching what is right and true, and you did not believe him? Yet the outcasts believed him. And even then you did not change your minds and believe him.”

This story reminds us that even when we don't respond to God in the best way, we will always be forgiven and welcomed back. God our Father is always there to welcome a change of heart. No matter how many times we need to start again – God will be there for us.

Attendance



A message from St Teresa of Calcutta MAC

Dear Parents and Carers,

Welcome to a new school year!

As we begin the 2026–27 academic year, we wanted to share our new **Parent Guide to School Attendance** with you.

We know that good attendance makes a real difference to children's learning, friendships, confidence and wellbeing. Every day in school is an opportunity to learn, grow and be part of the school community, which is why **every day matters**.

Across St Teresa of Calcutta MAC, we are committed to working closely with families to support children to attend school regularly and to overcome any barriers that may make attendance difficult. If you have concerns about your child's attendance, please speak to your child's school as early as possible. We are here to listen and help.

The enclosed guide provides a simple overview of our approach to attendance, including what we ask from families, what to do when your child is unwell, term-time holidays, punctuality and the support available if attendance becomes a concern.

We hope you find it useful and, most importantly, that it reinforces our shared commitment to giving every child the opportunity to make the most of their time at school.

Thank you for your continued support.

With best wishes,

Professor Paul Ryan

Chief Executive Officer

St Teresa of Calcutta MAC

A Parent Guide to School Attendance

The Rosary Catholic Primary School

A message from us

At The Rosary Catholic Primary School, we know that every child's journey is different, and that family life can sometimes make school attendance challenging for you,

We also know something very clearly: **when children are in school every day, they feel more confident, learn more and are happier and more settled in school.**

We see this every day in our classrooms and playgrounds.

This short guide explains how we support attendance, what we ask of families, and what happens if attendance becomes a concern. Most importantly, it explains how we will always work with you to support your child.

Why coming to school every day matters

When your child comes to school regularly, they:

- settle into routines that help them feel safe and ready to learn
- build friendships and feel part of school life
- learn in small steps without missing important learning
- grow in confidence and independence

When children miss school, they can find it harder to keep up in lessons, feel less confident in class and feel less connected with their friends.

We understand that children may be off school from time to time. What matters most is that we stay in close contact and work together so that their attendance does not become a concern.

Promoting good attendance

At The Rosary Catholic Primary School, we actively promote attendance every day.

We do this by:

- welcoming children warmly each morning so they feel they belong
- making sure school is a safe, positive and happy place to be
- talking with children about why coming to school matters
- celebrating good and improved attendance
- keeping families informed so you always know how your child is doing
- contacting you early if we notice any worries or patterns

We want children to feel proud of coming to school every day. We want you to feel proud of your child's attendance too!

What we ask from families

We ask for your support with a few simple but really important things:

- please send your child to school every day unless they are genuinely unwell
- please make sure they arrive on time
- please contact us on the first morning if your child is absent
- please avoid holidays during term time
- please talk to us early if attendance or punctuality becomes difficult for you as a family

We will always work with you, you are not on your own.

School times and the school day

To help your child have the best start to the day, please see our school timings below:

- **School gates open:** 8.15am for breakfast club and 8.30am for class
- **School day starts at:** 8.45am
- **Registration closes:** 9.00am **Arriving after this time will mean your child is recorded as an absence**
- **Afternoon registration:** 1.35pm
- **School day ends:** 3.30pm

Children are expected to remain in school for the full school day unless we have agreed otherwise.

Arriving on time is really important, it helps children to quickly settle and to feel ready for learning.

Contacting us about absence

If your child is going to be absent, please let us know on the first morning.

You can contact us:

- **Phone:** 0121 464 4519]

Please include:

- your child's name

- reason for absence
- expected return date (if known)

If we do not hear from you, we will contact you. This is part of our responsibility to keep children safe.

If your child is unwell

We know it can be difficult to decide whether your child should stay at home.

As a guide:

- **Fever/high temperature:** children should stay at home until better
- **Vomiting or diarrhoea:** children should stay off for 48 hours after symptoms stop
- **Mild coughs and colds:** children can usually attend if they feel well

If your child has a minor condition such as head lice or a cold sore, they can usually still come to school.

If you are unsure, please contact us, we are always happy to advise.

Appointments

Where possible, please arrange medical and dental appointments outside of school hours.

If this is not possible:

- please let us know in advance
- provide evidence if requested
- keep time out of school as short as possible

We expect children to attend before and after appointments where appropriate.

Holidays during term time

We understand how important family time is and how expensive family holidays are in school holiday period.

However, term-time holidays are not allowed unless the circumstances are truly exceptional. This is because children miss important learning and routines that are difficult to catch up on.

Leave during term time will only be authorised in exceptional circumstances and must be requested in advance (usually at least one month).

Unauthorised holidays may result in a penalty notice and if repeated further legal action.

If you need to request leave during term time, please:

- complete a **Leave of Absence Request Form** (available from the school office)
- submit the request at least **one month in advance** wherever possible
- include full details of the reason for the request and dates required
- wait for written confirmation from the school before making any arrangements

Please do not assume a request has been approved until you receive confirmation from the school.

When attendance becomes a concern

If your child starts to miss school regularly, we will always try to support you early.

We follow three steps:

1. Early contact

We will speak with you to understand what is happening and how we can help.

2. Attendance support

If needed, we will agree a simple plan together to help improve attendance.

3. Further support

If attendance does not improve, we may need to involve Birmingham City Council and legal action. This is always a last step and only happens when support has not led to improvement.

Our aim is always to work with you first.

Understanding attendance

Even small amounts of absence can add up quickly:

- **95% attendance** = around 2 weeks, 10 days or approximately **40 lessons missed** in a year
- **90% attendance** = around 4 weeks, 20 days or approximately **80 lessons missed** in a year
- **Below 90%** = significant loss of school time

We will always let you know early if we are concerned.

Our expectation is that children attend school at least **97% of the time**. This is the equivalent of around **6 days of absence across the whole school year, or about 2 days per term**.

Of course, our real aim is even higher than this. We want every child to be in school **every day, 100% of the time**, so they do not miss out on any of their learning or school experience.

Being on time

Being on time to school is really important for it helps your child:

- start the day calmly
- feel settled and ready to learn
- avoid missing important learning

Even regular small delays can add up to a lot of missed learning over the year.

If your child arrives after the register closes, this may be recorded as an absence.

When attendance is affected by other factors

We understand that some children may find attending school more difficult due to:

- anxiety or worries about school
- medical needs or long-term illness
- additional learning needs
- family circumstances or difficulties at home

If this is the case, please talk to us. We will listen and work with you to put the right support in place.

Keeping children safe

If a child is not attending school and we are unable to contact families, we may need to take further steps to ensure the child is safe. This may include home visits or contacting other agencies.

This is always done with care and with your child's wellbeing as our priority.

We are here to help

If you have any concerns about attendance or punctuality, please contact us as early as possible.

School Attendance Champion: Mrs Robinson and Mrs Norris

Our Attendance Team: Mrs Robinson and Mr Perkins

Phone/email: 0121 464 4519

When you contact us, we will:

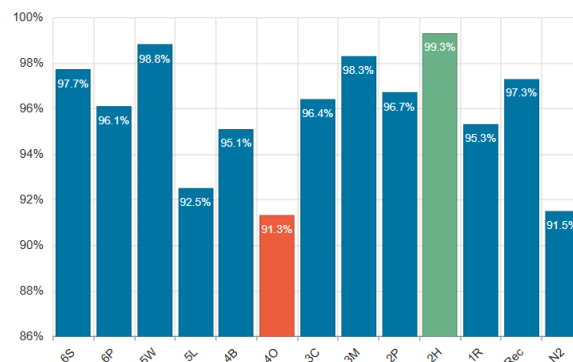
- listen carefully
- try to understand what is making attendance difficult

- work with you to find solutions
- support your child to attend regularly

We want every child to feel happy, safe, and able to succeed in school.

Please note: This is a summary guide to help parents understand attendance expectations. Our full Attendance Policy, which contains more detailed information, can be found on the school website.

September Attendance Figures



A huge congratulations to all our families who have made a real effort to ensure that their children are in school every day and ready to learn. Your support makes such a positive difference to your child's learning, friendships and wellbeing.

It has been wonderful to see so many of our classes achieving attendance above our school target of 95%. This is a fantastic achievement and reflects the commitment of our children, families and staff.

A special mention goes to 2H, who have achieved an incredible 99.3% attendance! What a wonderful achievement!

Well done to everyone for the fantastic start to the year. Let's see if 4O can raise their attendance during October and join the celebration!

Keep up the wonderful effort, everyone! Every day really does count!

✧ October Streaks – Every Day Counts! ✧



This October, we are launching our exciting **'October Streaks' Attendance Incentive!**

Inspired by the popular streak trends, the challenge is simple: **every day your child is in school and arrives on time, they will earn a streak!** 🔥

The aim is to keep your streak going for as long as possible. The more consecutive days your child attends school on time, the more they can achieve!

🏆 **5 consecutive days = Level 1 Prize**

🏆 **10 consecutive days = Level 2 Prize**

🏆 **15 consecutive days = Level 3 Prize** 🎉

Can your child keep their streak going throughout October? Encourage them to come to school **every day, on time and ready to learn!**

Remember, **every day counts, every streak matters, and every day in school is another opportunity to learn, grow and succeed.**

Let's get those October streaks started! 🔥

Punctuality

Attendance & Punctuality – Every Minute Counts

Being on time for school is extremely important. Learning begins as soon as children arrive, and even small amounts of lateness can quickly add up to lost learning time. For example, just 5 minutes late each day can result in several days of missed learning across the year. We want every child to have the best possible start to their day and not miss valuable learning opportunities.

Our school offers a **Breakfast Club from 8:15am**, providing a calm and positive start to the morning. School gates open at **8:30am**, and all children should be in school and ready for **registration by 8:45am**.

Arriving on time helps children to:

Settle into their learning calmly

Build good routines and habits

Feel confident and ready for the day ahead

Avoid missing important teaching at the start of lessons

Children who attend regularly and arrive on time are more likely to achieve well, build strong friendships, and feel part of the school community.

We appreciate your support in ensuring your child arrives at school on time every day.

For further information about attendance and how it is supported across the city, please visit:

https://www.birmingham.gov.uk/info/20014/schools_and_learning/1502/school_attendance_advice_for_parents

Parking

We would like to remind all parents and carers about the importance of safe and considerate driving and parking around the school.

At the start of the school year it is easy to forget the importance of road safety especially when rushing to drop and pick up children from different schools. We have already seen vehicles stopping in the middle of the road to drop off or pick up children which has led to some children running across the road between cars which is extremely dangerous and creates a real risk of a serious accident.

In addition, there have been instances of cars parking on the pavement. This not only obstructs access but also makes it very difficult—and unsafe—for families with pushchairs or young children to pass. There have already been incidents, and we are concerned for everyone's safety.

Please be aware that the police have been informed and may monitor the area.

A Wonderful Macmillan Cake Sale

What an amazing morning we had at our Macmillan Cake Sale! Thank you so much to all our families and staff for your incredible generosity, whether you baked, donated, bought a cake or helped to make the event such a success.

It was wonderful to see our school community coming together to support such an important cause. Thank you for helping to make it such an amazing day!

We are busy counting all the money raised and will share the grand total with you very soon.



Thank you, Rosary family, for your kindness and generosity! 

RRSA - Article of the Month



Today, we celebrate European Day of Languages, recognising the wonderful diversity of languages and cultures within our school and wider community.

This links beautifully to Article 7 of the UN Convention on the Rights of the Child, which recognises every child's right to a name and identity. We are reminded that who we are and what makes us unique should be celebrated and respected.

Be proud of who you are, celebrate what makes you unique and value what makes others special too!



Collection for a Cause!

We're excited to continue supporting the 'We can' charity that transforms empty drinks cans into real change! By collecting and recycling aluminium cans, the organisation raises funds to support local food banks—helping provide meals for families in need.

Every can makes a difference, so please send in any clean, empty drinks cans with your child and they can place them in the trolley by our school reception door. Together, we can support both the environment *and* our community. Thank you for helping us make a positive impact!



We have a number of jumpers and cardigans that are in a very good condition. Please see the office staff if you require a jumper or cardigan for your child.



E-safety tips from Mr Yasir



Each month we look at the latest guidance and support for parents navigating a digital world. This month's topic is parental controls.

Parental controls allow you to block and filter upsetting or inappropriate content. They work across your WiFi, phone network, individual apps and devices.

Parental controls can help you to:

- plan what time of day your child can go online and how long for
- create content filters to block apps that may have [inappropriate content](#)
- manage the content different family members can see.

Games consoles

Most games consoles have internet access, which means your child can go online and chat with other players or make in-game purchases. On many consoles there are parental controls which allow you to manage which features are available to your child. On some devices you can:

- turn off chat functions to stop your child from talking to people they don't know
- restrict games based on age
- turn off in-game purchases, or set a limit.

Check the website for the console your child has for a parents section and details of features. Some games also allow you to change settings for that individual game.

PlayStation Family Management

On PlayStation consoles you can set up a Family Manager account which allows you to manage different accounts for different children/users. Within this you can manage a range of features, such as restricting communication with other players, restricting content, setting play time controls and set spending limits.

Mobiles and Tablets

All mobiles, tablets and computers have parental control settings, which can differ between devices, these include:

- allowing or disallowing in-game or in-app purchases
- settings such as location settings and what information your child is sharing
- wellbeing settings to help with limiting screen time.

You can get more advice about setting up controls on different devices from your mobile provider and the [UK Safer Internet Centre](#).

Apps and Online Services

Many social media, apps and online services such as film and TV streaming services have features such as:

- content filters
- chat filters
- privacy settings
- in-app purchase settings.

You can find out about these features by looking in the settings on each app, or take a look at their website for more information. They might be called settings, family features, privacy or security.

Meta has a [safety centre](#) which helps explain the features available across its platforms including Facebook, Instagram and WhatsApp.

For **Netflix**, you need to visit the website to set up [parental controls](#) – we suggest you do this as soon as you create an account.

Microsoft Family Safety – by creating a family group you can manage many settings, such as setting screen time limits, blocking inappropriate content, receive activity reports, set app and game limits and more. To learn more about Microsoft Family Safety see the [Microsoft page](#) and [Xbox Family Settings](#).

Remember if you are unsure, please contact the school and speak to Mr Yasir for advice.

[PE Timetable](#)

Year 1: Tuesday and Friday

Year 2: Wednesday and Thursday

Year 3: Tuesday and Wednesday

Year 4: Monday and Thursday

Year 5: Tuesday and Friday

Year 6: Tuesday and Thursday

Dates for the diary

25th September: Y4 Prayer Service

25th September: Macmillan Cake Sale

26th September: Y2 Prayer Service

30th September: Whole School Mass

7th October: Whole School Mass

8th October: Harvest Festival

21st October: Parents Evening

23rd October: Finish for Half Term Break

School Notices

Earrings

Can I please remind parents that children are only permitted to wear a small gold stud to school and these need to be removed for PE, in line with our Health and Safety policy. Thank you to all the parents who support school with this policy.

Contact Details

If any of your details have changed recently can we please ask that you contact the school office. This could be a change of address, or a change of phone number or perhaps a change in emergency contact details. We will then update our school records accordingly. If you wish to change the names of people on the pick-up list please contact the school office.

School Website

Please refer to the website to find out information about the school and events that are taking place in school. It is possible to sync the school calendar to your mobile phone.

Parking Arrangements

We have been fortunate to have secured arrangements to use the Mosque car park. The carpark will be open for parents to use from 8.30am until 9.15am each morning and from 2.45pm until 3.45pm every afternoon except Friday. Can we once again stress the

importance of using this facility rather than parking on pavements, blocking gates and using the corner of roads. **DO NOT USE THE CHURCH CARPARK FOR PARKING.**

Once again we have a number of cars that are being parked in such a way that may endanger the lives of children including double parking. The police have issued a number of tickets to drivers and will continue to monitor parking and driving on Bridge Road. If you see anyone parking or driving dangerously you can take a picture and share on the website below.

<https://nextbase.co.uk/national-dash-cam-safety-portal/>

This can be used to prosecute drivers.

Free School Meals

If you feel your child is entitled to free school meals please contact Mrs Mahmood and she will do an online search. This will enable families to access HAF events free of charge during the holidays.

Play Equipment

Can I please remind parents that the play equipment is not for use at the end of the day especially by young children. Please keep your children with you and don't allow them to use as we do not have adults to supervise and there is a risk of accidents happening.

Early Help Offer

Please remember to visit our Early Help Offer on the school webpage where you will find information about the support we can offer as a school. If at any point you need additional support please see myself, Mrs Banks or any member of our pastoral team.

<https://www.rosaryrc.bham.sch.uk/early-help-offer/>

Safeguarding

If you have any concerns about a child please contact a member of our safeguarding team. Information can be found on our webpage.

<https://www.rosaryrc.bham.sch.uk/safeguarding/>

My Family Coach

There are times when we all need help with parenting. My Family Coach is a free online service with lots of videos and advice on how to support children at each stage of their

development. Please take some time to view the resources available to support with the many challenges of parenting. <https://www.myfamilycoach.com/>

Community Notices



NHS
Birmingham
Community Healthcare
NHS Foundation Trust

ChatHealth

Do you know where I can get some health advice?

The School Health Support Service can help students with all kind of things like...

Relationships, mental health, alcohol, bullying, self-harm, smoking, drugs and healthy eating

Text the School Nurse for confidential advice and support on **07480635485**

We do not usually inform your parents, teachers or anyone else if you contact the school nurse. We might inform someone if we were concerned about your safety, but we would usually speak to you first. Your messages are stored and can be seen by other healthcare staff who follow the same confidentiality rules. We aim to reply to you within one working day and you should get an immediate bounce-back to confirm we received your text. Texts will not be seen outside of normal working hours. If you need help before you hear back from us, contact a member of school staff or your doctor. Our text number does not receive voice calls or MMS picture messages. We support messaging from UK mobile numbers only (which does not include messages sent from landlines, international mobile numbers and some 'number masking' mobile apps). Prevent the school nurse from sending messages to you by texting **STOP** to our number. Please respect your school's mobile phone policy. Messages are charged at your usual rate.

Let's Celebrate!

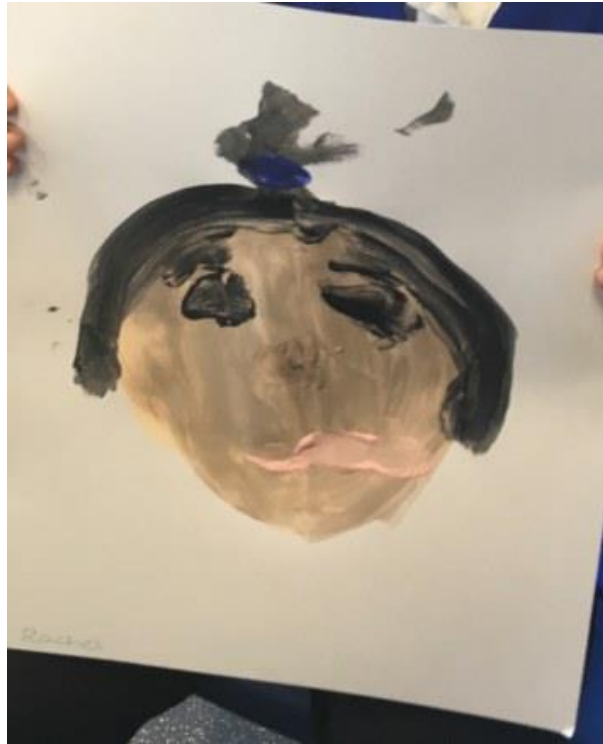
Nursery

The Nursery children have had an exciting start to life at the Rosary! They are settling into their new environment, making new friends and enjoying exploring their new learning environment.

This half term, our topic is 'I Am Special', and the children have been busy celebrating what makes each of them unique. They have loved creating their own self-portraits using paints, carefully thinking about their features and what makes them special. They have also enjoyed getting creative outdoors, using natural materials such as conkers, sticks and flowers to make their own representations of their faces.







In RE, the children have been learning all about God's Wonderful World'. They have been exploring the beauty of the world around them and developing an appreciation for the wonderful things God has created. They have enjoyed creating their own representations of everything that God has created.



We are looking forward to seeing the children's confidence, friendships and curiosity continue to grow throughout the term!

Reception

What a wonderful start our Reception children have had to their journey here at the Rosary! It has been such a pleasure getting to know each child, hearing about their families and interests and watching them grow in confidence. We are incredibly proud of how beautifully they have settled into school life.

We have enjoyed reading *The Invisible String* and talking about how we are all connected through love. The children have enjoyed making new friends, exploring their classroom and outdoor environment and beginning to feel at home.

Through Drawing Club, we explored *The Colour Monster* and talked about different feelings and how we can recognise and share them. The children loved creating their own monsters and using their imaginations to develop their ideas.

We have also made a fantastic start to our Phonics, learning new sounds and enjoying practising them together. We have been sharing lots of wonderful stories, developing our love of books!

In Maths, we have been exploring numbers using our fast eyes to begin developing our subitising skills. The children have enjoyed spotting small amounts quickly without counting!

We have been very creative too, enjoying painting, drawing, making and exploring different materials. We have been learning about the wonderful world God made for us and thinking about how we can care for and appreciate the beautiful world around us.

It has been a very special beginning to our Reception journey. We are so proud of each and every child and all they have achieved already. We look forward to sharing many more exciting adventures, discoveries and special moments with them throughout the year!









Year 2

Year 2 – Caring for God’s Creation 🌍🙏

This week, Year 2 have been learning about God’s beautiful creation and how we can show love and care for the world He has given us.

We went for a walk around our local area and talked about the good choices we can make, as well as choices that can harm our environment, such as dropping litter. We then put our faith into action by taking part in a litter pick.

The children were wonderful stewards of God’s creation and showed that even small acts of kindness and care can make a big difference. 🌱



Year 3

Year 3 have had a fantastic start to the Autumn term! They have been working incredibly hard in Maths, learning about place value and developing their understanding of hundreds, tens and ones.

Everyone has also been working so hard on their handwriting, practising how to form their letters correctly and learning to write in cursive.

We enjoyed a beautiful Creation Prayer Service, where we reflected on how God created the world and remembered that God said, "*It was good.*" We also thought about how we are all made in the image of God and how special and unique each one of us is.

In Science, we have begun learning about the skeleton and muscles. We had lots of fun investigating how our muscles work by measuring the length of our biceps when they were contracted and relaxed. It was great to see the children getting involved, making predictions and discovering how our amazing bodies work!





Year 4

Year 4 have been enjoying exploring *The Iron Man* and have been inspired by the story to develop their creativity and writing skills. They particularly enjoyed designing and creating their own Iron Man models, bringing the character to life through their imagination.

We are now looking forward to putting everything we have learned into practice as we prepare for our independent write next week. We can't wait to see the fantastic ideas and writing that the children produce!



Year 4 have been learning about how Abraham trusted and obeyed God completely, even when he faced a difficult test of faith. They reflected on how God showed His mercy by providing a ram and keeping His promise to Abraham.



Year 5

This half term, Year 5 have enjoyed beginning our work on *Lights on Cotton Rock*, using the text to inspire our reading, discussions and writing. In Science, we have started our Earth and Space topic, exploring our place in the solar system and learning about the fascinating features of planets, moons and stars.

In RE, we have been learning about Moses and the Ten Commandments, reflecting on how these teachings guide Christians in their daily lives. As part of our learning, we have been discussing how we can live out these values through our words, actions and choices, both in school and at home.

We have also begun learning about climate change and its impact on our world. Over the coming weeks, we will be thinking about what we can do to be better stewards of God's creation, exploring practical ways to care for our environment and make a positive difference in our community.

For our upcoming Design and Technology project, we will be creating bird feeders using recycled materials. We would be very grateful for donations of clean, empty plastic bottles. If you have any at home, please send them into school when you can.

Thank you for your continued support.

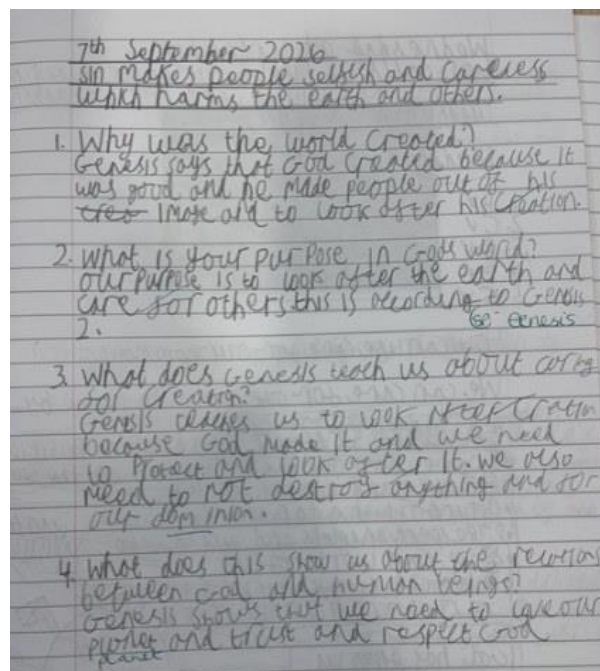
Year 6

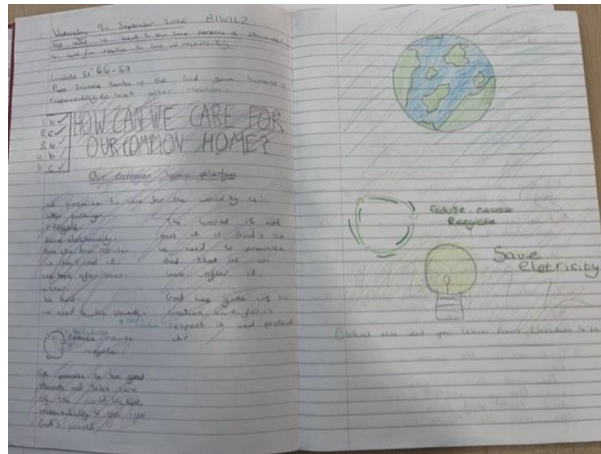
In RE, we have explored Genesis 2 and 3 and learned about how God created the world and gave humans a responsibility to care for it. We have discussed what it means to be stewards of God's creation and how we should look after the world rather than treating it as something that belongs only to us.

We have also explored the idea of Original Sin and how the choices we make can have consequences for ourselves and for other people. We have thought about how, just like Adam and Eve's choices affected their relationship with God and each other, our own choices can affect the people around us and the world we live in.

We have also looked at Laudato Si' paragraphs 66–67, written by Pope Francis. We learned that humans have been given dominion over creation, but this does not mean that we can use or destroy it however we want. Instead, we have a responsibility to care for, protect and respect God's creation.

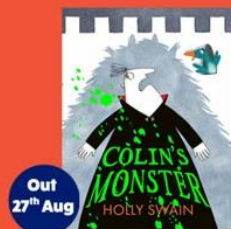
We have considered how we can share this responsibility with others and make positive choices that help to care for our common home, such as reducing waste, saving water and energy, protecting animals and plants, and caring for our local environment.





Year of Reading

NEW CHILDREN'S BOOKS: Picture Books & Early Readers



Out
27th Aug

Welcome back to Colin's Castle – where Colin and Duck have noticed a VERY strange noise! Soon there is only one place left to look... the DUNGEON!



Out
3rd Sept

The start of a spellbinding illustrated series featuring Witchy Boo, a little ghost with a BIG magical secret! Perfect for fans of 'Isadora Moon'.



Out
10th Sept

The fabulously funny, deliciously anarchic and decidedly silly new picture book from award-winning creator Sam Usher. **WARNING: This book contains A LOT of silliness**



CLICK HERE TO
READ EXTRACTS
FROM THESE BOOKS

NEW CHILDREN'S BOOKS:

Middle Grade: ages 7+



Iggy and his brother Cal still can't believe that they have the most wonderful adventure playground at the bottom of their garden - Wildtop Wood, a place that's full of mystery and magic.

Full of unexpected adventure, wonder and wildness, and just a little touch of magic!



The second book in an enchanting new series from the author of the bestselling **THE BOY WHO GREW DRAGONS**

[CLICK HERE TO READ EXTRACT](#)



A ghost ship is haunting the Seventy Seas in a spine-tingling new case for the pirate detectives - spot the clues and race to uncover the truth behind the ghostly sightings!

Two terrible pirates...
Two brilliant detectives



'Buck & Ears is the funniest book of 2026!' - Elle McNicoll

An illustrated pirate mystery series for readers 6-9, crammed with puzzles and clues

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Can you help Werelock - the world's greatest (and only) werewolf detective - and his raven assistant, Scratch, on a daring rescue mission?



Books 1 & 2

A werewolf-filled take on Sherlock Holmes who needs the reader's help to crack the case!

Filled with puzzles, clues and riddles to work out.

[CLICK HERE TO READ EXTRACT](#)

NEW CHILDREN'S BOOKS:

Middle Grade: ages 9+



One's dead! One's bread! When Ghost arrives at a haunted mansion, what he doesn't expect to find is a talking slice of bread. Introducing... Toast!

A hilarious new graphic novel from the author of **KITTY QUEST**

'Kids will absolutely love this book!' - Jamie Smart, creator of **BUNNY VS MONKEY**

'A spooktacular slice of fun!' - Rob Biddulph

[CLICK HERE TO READ EXTRACT](#)



Take a trip through the sideways door and let supernatural secrets come alive in these chilling tales of terror! But be warned - your world may never be the same again...

A gloriously original collection from the author of **STITCH HEAD**

For readers who like their stories on the unsettling side

Perfect for fans of Chris Priestley or Jennifer Killick

[CLICK HERE TO READ EXTRACT](#)



The ghastly tale of a spoiled child, a crumbling manor and a life-changing potion... Perfect for fans of 'The Beast and the Bethany' series!

A whimsical twist on the classic tale by RL Stevenson

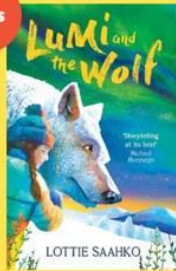
Expect gothic humour, chaos and mayhem, potions and laboratories, monsters inside and out...

'I can't wait to read it again.' - Lemony Snicket

[CLICK HERE TO READ EXTRACT](#)

BOOK REVIEWS & RECOMMENDATIONS

For
ages
9+



I was SO lucky to get an early copy of 'Lumi and the Wolf' by Lottie Saahko. It's publishing on 24th September 2026 and believe me when I say - it's worth the wait! When Lumi arrives in Lapland, her aunt and uncle warn her of the wild white wolf. But when Lumi meets him and learns he's being hunted, she decides to do whatever it takes to save his life. This is a spellbinding, sensitively written story that swept me away! I love the neurodivergent representation, the forest diary illustrations, and Lumi's determination and bravery.



Children's Author & Authorly Director,
Mel Taylor-Bessent

For
ages
7+



The Megalomaniacs have crash-landed in Bobbletown and are planning to take over! But the humans of Bobbletown need help to stop Queen Eyeball! I like the way the unexpected helpers came at the right time. So far this is the first and only book of this series by Jamie Smart who is also the author of 'Bunny vs Monkey' and 'Flember'. I enjoy how it has chapters but it's in colourful comic book style.

Finn, age 7



Being your child's role model

**purple
mash**

Parenting in a **Digital World**



Powered by

2simple

Welcome

The digital world is vast, exciting, and forever evolving at such a pace that many parents find it difficult to keep up. Our children have never known life before the online world and are becoming increasingly tech-savvy at younger ages. This can cause many of us anxiety, as we are not experts and did not grow up in the age of online technology and we have not had childhood experience to draw upon when providing guidance for our own children.

However, the digital world need not be a cause for concern for parents; in fact, it can be embraced as a tool for building a better future for us all.

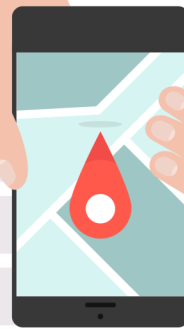
ZSimple, creators of Purple Mash, have put together this informative guide to help you to enable your child to grow into a responsible digital citizen who can stay safe while getting the most out of the digital world.

In this guide, you will find tips and advice for each of the key areas of online safety for primary-aged children. Each area includes tips for parents of children aged 5 to 7, and 7 to 11.

SEN Guidance

The tips and advice have been designed to be flexible and adaptable to suit the needs of your child including those with Special Educational Needs. There are many brilliant resources readily available online that support children with a range of Special Educational Needs. Childnet International is an excellent starting place for resources and links to other highly reputable providers of free advice and resources.

<https://www.childnet.com/resources/know-it-all-for-teachers-sen>



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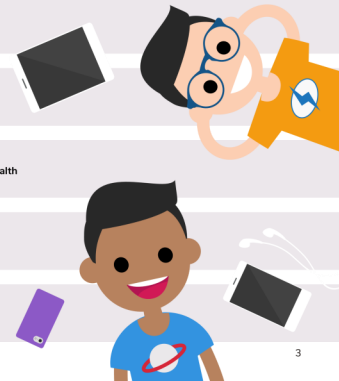
Bullying, well-being and mental health

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Jargon buster



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When children are very young, we are their principal role models. Advice and modelled behaviour from an early age will help protect your child when they reach the stage of balancing your influence with that of peer pressure and adolescence. Regardless of how quickly the digital world is changing and of our ability to keep one step ahead of our children, by following some straightforward tips we can maximise their chances of growing into safe and responsible digital citizens.

Age appropriate content & PEGI ratings

It goes without saying that children pick up both good and bad habits from us. We can help them make sensible choices by establishing our own good behaviours when engaging with the digital world. Here are some areas in which you can help your child develop simple habits by modelling them yourself and discussing them informally.

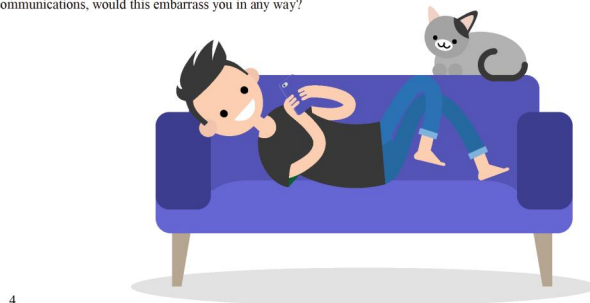
There are so many entertaining, yet addictive, games and apps out there that aren't always suitable for younger children.

There can be huge intrigue and temptation for younger children to access games and apps that older members of the family are using. Pan European Game Information (PEGI) ratings exist to help consumers make an informed decision about game purchases and they shouldn't be ignored. They are based on the following content-related criteria: violence, grown-up themes, discrimination, fear, use of language, gambling and illegal activities.

Apps use

Consider how you are using communication apps with friends. Try to model habits that show your own awareness of the permanence of online information. If anyone were to see the contents of your Many popular games offer online player communication capabilities and encourage the purchase of add-ons to advance within the game. Demonstrate your own scepticism when it comes to in-app purchases.

communications, would this embarrass you in any way?



4

Is it really a good idea to spend money on 100 virtual diamonds when you have limited funds? If your child receives pocket money, you could suggest that they make their own decisions about how to spend it, including on the purchase of apps and add-ons.

Appropriate times

If your child sees you on your smartphone or tablet during dinnertime or late into the evening, what message is this giving them? You could set specific technology-free times for focusing on conversation or other activity.

Demonstrate your own

‘netiquette’

Model appropriate behaviour for your child,

especially if they have access to your devices or

you are using them together. Avoid commenting on, posting or following social media posts that

you wouldn’t want your child to see. Always post and communicate respectfully.

Openness

Establish open, non-judgmental, supportive communication about the use of digital devices. This way, if there are any problems, it is much more likely your child will tell you about them in good time. Always stress that your aim is to keep them safe and happy, not to restrict them.

Personal information

Only share information online that you know wouldn’t cause any harm if a person with bad intent, or even an employer, were to see it.

Security

From virus protection to filtering, talk openly about why this is important and the purpose of having such security in place. If you are downloading apps for your child, focus their attention on the privacy requirements of the app; Don’t just click ‘Accept’ without reading the terms. Question why some apps ask permission to access all your files or photos. What could they be used for? If you find the privacy terms unacceptable, do not install the app – this will help your child to develop the same good habits.

Sharenting

We have to admit that we like to share the positive moments in our child’s life; social media is certainly a platform to do this. However, do we fully understand the potential risks of posting to social media? How often do we ask our child if we have permission to put an image of them online? Do we think it is okay to post about our child and share content because our accounts are only visible to friends? Do we understand the damage that posting and sharing content about our child could have in the future? These questions must be considered carefully. If in doubt, don’t share!

Rules

Establish rules that all family members abide by, including when accessing the internet away from home. Talk through strategies your child can use if they find themselves in an uncomfortable situation when you are not there.

5

Getting to grips with devices

and their software

Use technology to your advantage.

Safety Apps

Internet Service Providers

(ISPs)

Many ISPs include filtering as part of home internet packages; take advantage of this to filter content where possible. However, be aware that if children are using mobile devices outside the home, then they can bypass these filters.

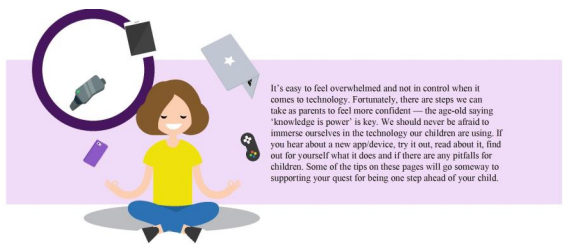
always see what your child is doing on a device, so plan safeguards accordingly. Carefully consider this and the safeguards that you will put in place. Children's devices are likely to divert their attention away from other things that they are doing; they may sit down to do some

You might be able to control access by using apps on your child's devices, either those that come with the device or those that you install from an app store. Some apps provide reports of what your child has searched for or browsed.

agreements, but be aware that data is often collected and sold to third parties.

Some apps appear to be developed solely so that their creators can sell your personal data. Apps may collect

None of these controls are 100% reliable so open communication is still key. It's also important to recognise



It's easy to feel overwhelmed and not in control when it comes to technology. Fortunately, there are steps we can take as parents to feel more confident — the age-old saying "knowledge is power" is key. We should never be afraid to immerse ourselves in the technology our children are using. If you hear about a new app/device, try it out, read about it, find out for yourself what it does and if there are any pitfalls for children. Some of the tips on these pages will go some way to supporting your quest for being one step ahead of your child.

Devices everywhere

Devices are getting smaller and more capable and can be used almost anywhere. Some of the tips on these pages will go some way to supporting you. You will not

Agreements of Use

When you download an app, you are often asked to give permission for the developers of the app to access a variety of personal details. It's easy to ignore these

that children are entitled to some privacy themselves and you might be in danger of losing their trust if the measures that you choose feel too invasive for your child.



homework, get a message on their device and an hour later, they still haven't started their work.

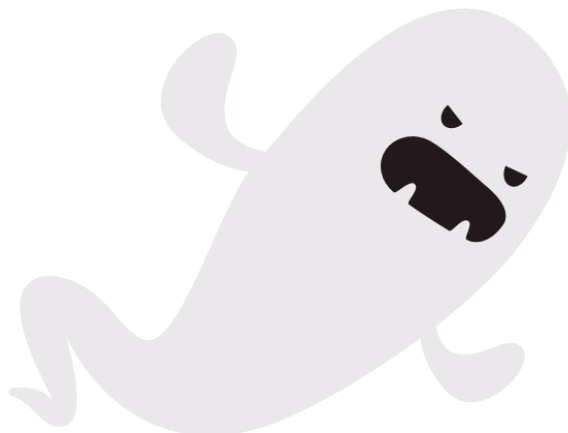
information such as your name, age and address, as well as track your website visits, online purchases and your location, even when you do not have the app open.

Apps

Keep control of apps installed on devices by setting security so that your children must ask for your permission or password before installing apps or making purchases. Investigate the features of apps, including GPS, nearby device functionality and casting.



7



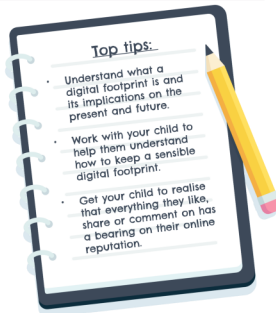
Digital footprint and online reputations

AGES 5 TO 7

From an early age, use the internet together with your child, discussing tracking features such as cookies. If your child has an understanding at an early age that their interactions in the digital world are recorded, they are far more likely to develop a careful approach.

As a start, search your own name online with your child to see what your digital footprint shows. Discuss how the information got there and if there is anything that you are unhappy about.

Use this activity to stress the importance of asking for permission before sharing anything online, including asking your advice about names to use if playing online games.



Did You Know?

Despite most platforms having a minimum age of 13, six in 10 children aged 8 to 12 who use them are signed up with their own profile. (OFCOM 2024)



There has been much discussion in the media about digital footprints and online reputation. We hear of people losing their jobs or even being prosecuted for their activities online, as well as individuals who exploit naive users of the internet for financial or other reward. In contrast to this, we also learn of people becoming victims of organised-crime gangs.

A digital footprint is a trail of data created by individuals online including searches, website visits, information submitted to services such as social media and emails. Once we are aware of this, we need to consider the implications a digital footprint can have on our own and on our child's present and future online reputation.

Everything your child accesses, comments on, 'likes', shares or posts will leave a trail on the internet that forms their own digital footprint. The content that your child accesses, could have a bearing on the online reputation they are forming. For example, if they are 'liking' or following particular posts, other people will form opinions of them. This digital record will stay with them and be connected to them in the future; the impact of this is out of their control.

AGES 7 TO 11

Build on the points covered in ages 5 to 7.

Children at the upper limits of this age range are likely to be sharing more online. Using a range of browsers, search your own name on the internet with your child to see what your digital footprint contains. How did the information get there? Is there anything that you are unhappy about? Discuss how you might get the information removed.

Look at sources of online information about people, such as Facebook, Twitter, Instagram and other social media platforms. Help children to understand that when content is uploaded to these platforms, it also gets shared elsewhere and is out of your control. Even platforms that have limited time content, such as Snapchat, will be storing the information somewhere and, at some point in the future, it is possible that it could all be made public. People may also take screenshots, which can be shared long after an original post has been removed.

A strong sense of self and good self-esteem will make children hesitate before sharing content for a 'quick thrill', 5 minutes of popularity and lots of 'likes'.

If you have allowed your child to have any social media accounts or online game logins, you must stress the importance of 'locking down' these accounts. For example, if they have access to a video-sharing account, discuss the potential negative implications for their reputation if they or others post inappropriate content or comments.

1 in 15

children aged 8-15 have broadcast themselves live on popular social media sites. (Childnet, 2017)

8

9

Content

AGES 5 TO 7

Your child will likely already know that some online content is rude, upsetting, or inappropriate for them. Use search engines with them, demonstrating safe search settings as well as reading content descriptions on apps before installing them. Get them into the habit of always doing this.

If your child encounters something inappropriate online, discuss and address it together.



Did You Know?

45%

of children aged 8-17 have seen some form of harmful content online. (Children's Commissioner September 2022)



Age appropriate content

Inappropriate content



The possibilities that the online world gives to us all for improving our lives, in terms of knowledge, processes, efficiency, convenience and communication, are amazing.

However, controlling the content that we and, most importantly, our children have access to can be challenging. There are no guaranteed safeguards that adults can put in place to prohibit inappropriate content being accessed.

Therefore, the key to safeguarding our children is to support them in becoming informed and empowered users of the online world, recognising potential risks and dealing with inappropriate content.

AGES 7 TO 11

Build on the key points in ages 5 to 7.

By now, your child will quite likely be fully immersed in the digital world. Peer pressure will have a stronger effect on your child than before, regarding content, use of digital devices and possible interactions online. Your child may very well want to play collaborative games online, download apps that their friends have and search for content that is popular among their peers.

Don't simply forbid your child from joining in with their peers — instead, explain your reasons for any decisions about content, apps, or devices. Remember the tips about being open: if you don't give a child a clear explanation, they won't recognise your decisions as being justified or fair.

Your child will have more developed opinions of others and the world, which can have drawbacks when using social media. Whether your child is using social media or simply commenting on educational sites, monitor the comments they post and how they interact. Obviously, discourage any negative language and over-familiar comments, including personal information.

Ratings exist to protect children from content that could harm their mental health and wellbeing. Seeing explicit material online is upsetting and changes the way children view relationships and other people.

81%

of children aged 8-11 use YouTube. (Ofcom, 2017)

71%

of 5-7s use YouTube. (Ofcom, 2017)

STOP

Are you
18
or over?

10

AGES 5 TO 7

At this age, children need to understand that although we talk about their digital footprint as an image of them online, not all digital footprints truly reflect who they are. People can pretend to be other people online. An adult could not pretend to be a young girl in the real world, but online this is possible and sadly, not everyone is honest.

Your child can take advantage of pretending to be someone else online in order to protect their own privacy. They should learn in school not to use their full real name online, to use a representative picture (an avatar) rather than a real photo, and to protect private personal details such as their address and school.

When you share images and information on social media, talk about how you protect your own privacy by not over-sharing and how you protect their privacy by not sharing things about them. This will help them to develop a feeling of responsibility to others as well as themselves.

Did You Know?

1 in 5

children aged 8-15 spend three to four hours a day on an internet enabled device. (The Guardian, April 2025)



12

AGES 7 TO 11

Revisit the points from ages 5 to 7 and build upon them.

Children will have a more developed sense of their online identity. In some places, such as in closed groups of friends, they might appear as themselves. In other places, they develop strategies to be anonymous, such as using avatars and nicknames in online gaming.

Many children will become more aware of people promoting themselves online and turning that presence into a successful career. They might follow and admire people who appear to live very public lives. There is nothing wrong with this but you can help them to reach a balanced outlook by talking about the downsides of public life. Use current examples to show how one false move may have negative repercussions if you are in the public eye.

79%

of 5-7s go online for around 9 hours per week. (Ofcom, 2017)

81%

of 8-11s go online for 13 ½ hours per week. (Ofcom, 2017)



Probably the greatest factor in your child's protection from online threats is their own sense of self and self-esteem. Helping your child to value themselves, their opinions and their preferences contributes to their own sense of value. They are then much less likely to make undesirable choices and less likely to feel under pressure to fit in with the crowd.

Your child should have an ingrained belief that you are on their side that no matter how big a problem seems, and even if they have made a mistake, you will help them resolve it. If your child starts to come to you with small problems and you deal with them sympathetically, they are much more likely to confide in you if the problems get bigger.

13

Developing Scepticism

There is something about seeing well-formatted and illustrated

content on screen that makes us believe it is true. More and more companies are providing powerful, easy-to-use tools that enable tech amateurs to build their own websites and

EXCLUSIVE apps. Groups and individuals are exploiting this for personal news FAKING NEWS gain, which can have damaging effects on others. Therefore,

developing scepticism is a vital component of staying safe online.

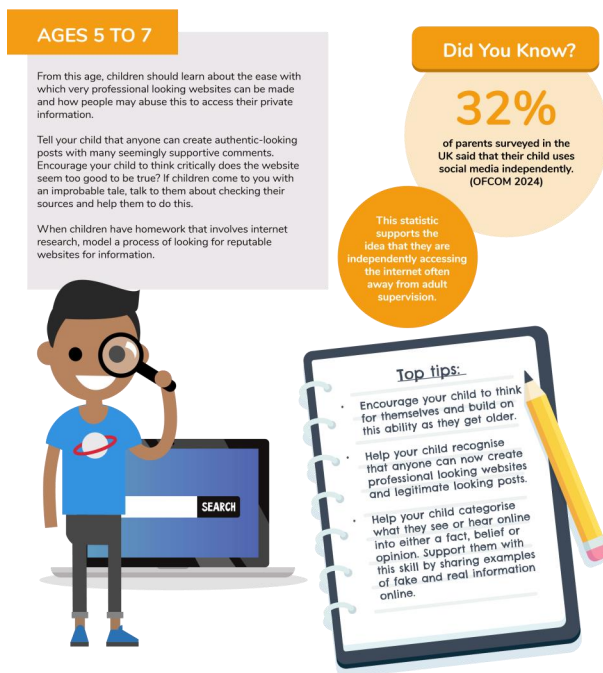
30%

of 8-11s find it easy to

check if an image or video is truthful. (UK Safer

Internet Centre, 2016)

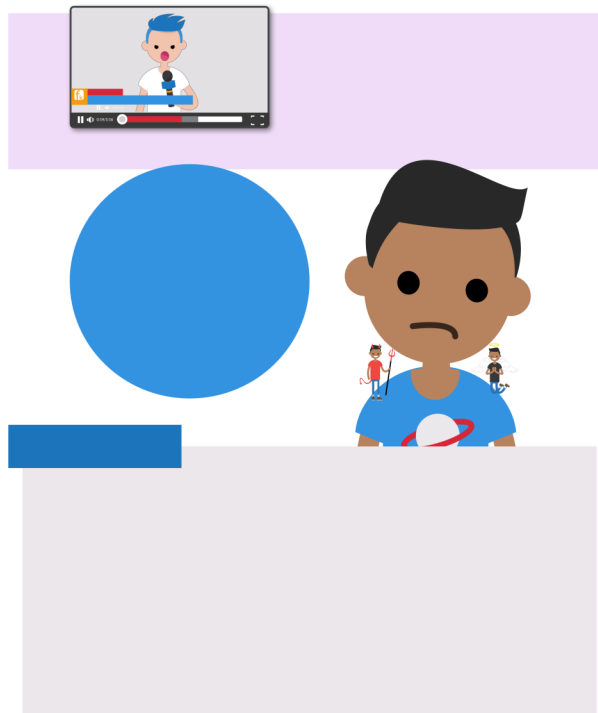
FAKE! FACT!



AGES 7 TO 11

Children should continue to develop their scepticism that ‘impossible’ images may affect self-esteem if they and critical thinking skills. They may start using email try to live up to them.” If they know that most of these to communicate, which could expose them to phishing images are enhanced and that perfection is not possible, scams that appear genuine. Share information about this relieves the pressure upon them. To counter the scam emails that you receive and talk about what you do negative influences, select media that empowers your to handle these. child and supports their belief in themselves.

Children will probably hear the term ‘fake news’; Help children to categorise what they see online or hear encourage them to verify stories using reputable sources. from others as a fact (backed up by valid evidence),



a belief (something a person believes to be true but Peer influence will be getting stronger; support your doesn't have evidence for) or an opinion (a person's view child in having the strength of their convictions and in on something where there may be no right or wrong exposing 'fake news' to others. answer). People online might disguise false information as fact.

Children may watch videos online and see amazing images; talk about how easy it is to manipulate images. You can have a lot of fun doing this, but remind your child

14 15

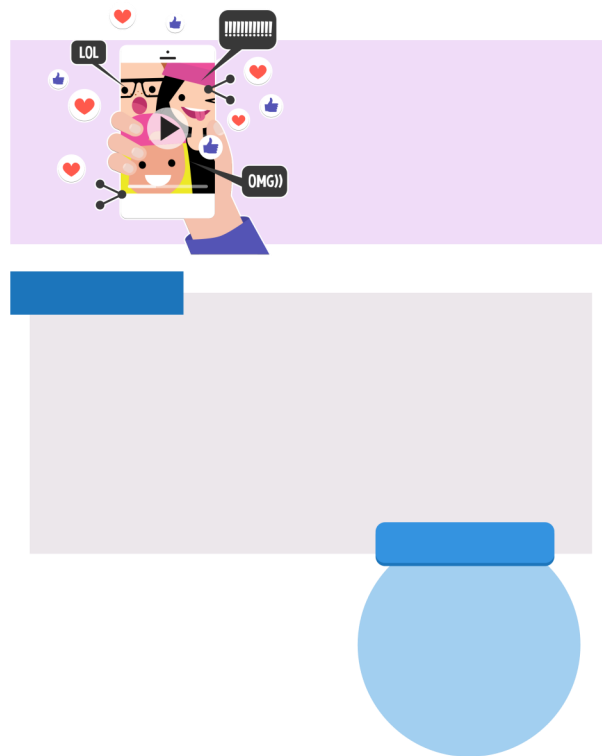
[Online relationships](#) The lines between reality and the online world can be easily blurred and distorted. It's incredibly hard for younger children to comprehend that someone online might not be who they claim to be and to understand that the intentions of others could be very harmful.

We have a vital role in modelling how we interact with others online, even if it is a collaborative online game that uses nonidentifying information such as gamertags. Left to their own devices, children can find themselves in situations that could spiral out of control. They should be taught to exercise the same caution when interacting with strangers online as they do in the real world.

AGES 7 TO 11

Children may want to begin online communication with there permanently and if their opinion changes they may strangers even though most platforms for doing this are

become embarrassed by their online record. restricted to those aged 13 and above.
Discuss why this



is the case and make them aware that the restrictions Children should demonstrate that they understand the are there to keep them safe as some content may not be need to be polite online and to step back from those who appropriate for their age group. are not. Talk about online grooming by explaining that some people are not who they claim to be and may try to Ensure your child understands how to protect their persuade others to do things they shouldn't. How could identity online. This includes password security, keeping these people then use that against you? their data safe, being aware of businesses that might

AGES 5 TO 7

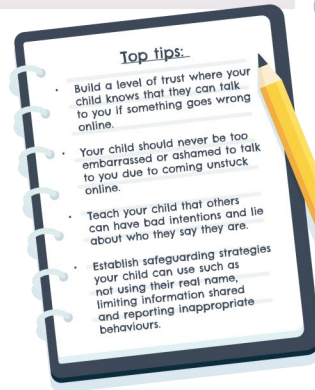
At this age, online relationships are likely to involve people children know in real life, and are usually managed by parents or teachers. Model polite online behaviour and relate this to the way they behave when face-to-face with someone.

Ensure that children are clear about what to do if they are upset by something online, including someone trying to make them do something wrong.

Reinforce that your child should never feel guilty or embarrassed if they experience difficulties online. Speaking about mistakes or inappropriate interactions is essential.

66%

of UK respondents cited 'exposure to harmful content' as one of their biggest worries about children using social media. (GWI, 2025)



want to gain access to their data and how the actions Maintain open communication so that your child feels they take online influence their digital footprint. able to come to you for support even if they know they have been unwise in their prior actions.

Encourage children to pause and reflect before replying in anger on social media sometimes, sleeping on it helps. Children should keep in mind that when they get angry and have a big argument at home or with a friend, it is usually quickly forgotten. However, online it can be

Did You Know? 19%

Liargirl453

Hi, do you want to team up for this game? Where do you live?

Superman722

Hello Liargirl453. Sure, let's complete this mission together! I can't tell you where I live though.

of children, aged 10-15-yearsold, exchanged messages with someone online who they never met before in the last year (NSPCC, October 2024)

Bullying, wellbeing and mental health

AGES 5 TO 7

At this age, the approach should be teaching children about how we should treat other people in the real world as well as online. Children must understand how their actions can affect another person positively or negatively and how their interactions and submission of information online may impact negatively upon themselves.

Encourage children to identify trustworthy people they can turn to if they are upset about how they have been treated online.

Your child's wellbeing is at the heart of your concern for their online safety. Use this notion to reinforce the reasons for the choices you make for your child. When you restrict screen time, talk about how this is for their physical health (so they do other activities) and mental health (because staring at a screen can affect sleep and well-being).

Maintaining open communication and using devices in shared areas helps your child stay happy and healthy while still enjoying the online world.



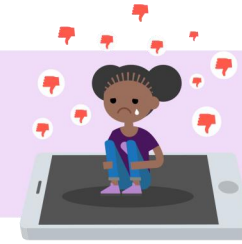
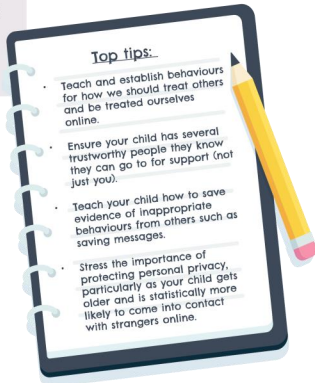
Did You Know?

7000

Sexual Communication with a Child offences were recorded by police last year (2023/24) – up 89% since 2017/18 when the offence first came into force. (NSPCC 2024)

Top tips:

- Teach and establish behaviours for how we should treat others and be treated ourselves online.
- Ensure your child has several trustworthy people they know they can go to for support (not just you).
- Teach your child how to save evidence of inappropriate behaviours from others such as saving messages.
- Stress the importance of protecting personal privacy, particularly as your child gets older and is statistically more likely to come into contact with strangers online.



Our children live in a fun and exciting world, where they can communicate with others anytime, anywhere. Unfortunately, this also has drawbacks and stresses from social interactions and bullying can now be experienced at home. Recent studies have found that social media companies take inconsistent approaches to tackling cyberbullying and promoting strategies for wellbeing and mental health. Therefore, parents cannot rely on social media companies to protect their children.

AGES 7 TO 11

At this age, children should start to consider the specific features that differentiate cyber bullying from face-to-face bullying as well as the overlap between the two. Cyber bullying can be more relentless as it can continue 24/7.

As children get older, they are increasingly likely to encounter strangers online. Explain that strangers may feel less remorse about bullying behaviour, which makes it even more important to protect children's privacy on social media. Less secure children may be more susceptible to peer pressure to behave a way that makes them more vulnerable to bullies and then less likely to seek help. It's important to keep the lines of communication open and to seek support from school or specialist agencies if you are worried about your child.

Ensure your child knows how to take screenshots and save messages as evidence to share with a trusted adult. Encourage children to speak up for others or report bullying that they witness.

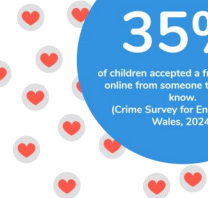
Talk about the known impact of screen time on sleep and how it can affect their ability to function well the next day. This has an impact on joining in with other activities and doing well at school.

Children are reaching an age where fitting in and being seen in the best light is important. You can help by recognising the pressures they are under from peers and social media and how this might make them feel left out or different at times.



35%

of children accepted a friend request online from someone they did not know. (Crime Survey for England and Wales, 2024)



19

Credit and ownership

While online copyright issues may not yet interest young children, you can help them understand the importance of credit and ownership by using real-world examples. Children should learn that counterfeit or replica products may be unsafe, may damage a brand's reputation and aren't fair on the original designers. Use this analogy to help children understand the importance of crediting and recognising the work of others on the internet.



AGES 5 TO 7

Getting your children into the habit of putting their names on their own work and respecting things that belong to other people will help them to develop an understanding of ownership.

If your children do internet research for homework, get them into the routine of naming the sources for the work and any copied images.

Did You Know?

40%

of children have felt embarrassed about an image that their parents have posted online. (Opinion Leader, 2016)

48%

of Sexual Communication with a Child were on Snapchat, where a means of communication was known. (NSPCC, 2024)

Top tips:

- Establish mutual respect for own and other's work.
- Explain importance of crediting others work.
- As children get older, help them understand the risks of pirated software and media, including the harm it causes to legitimate owners of the original media.



AGES 7 TO 11

Children should routinely credit the sources of any content they use for homework, whether from online sources, books, or other media.

Children might be tempted to download pirated software or music. Explain that this is illegal and discuss the other downsides: it puts them at risk of downloading viruses and malware and prevents the original author of the work from receiving credit.

3 STEPS

to supporting your child's online safety learning at home

Read this handy guide

You're already doing a great job!



Get a free trial

Don't have Purple Mash yet? Get a free home access trial now at www.2simple.com. A 1 year home access account is less than £5 a month and it includes 1000s of educational games and activities to keep your children busy!

1



2

Try online safety activities

Login to Purple Mash with your child and search 'Online Safety' to try fun activities at home. Home access is free if your child's school subscribes to Purple Mash.

3



Start my trial now



Jargon Buster

Adware

An application that displays adverts and may redirect searches.

Bot

A program that does things without users' instructions. Many bots are malware.

Cyberbullying

The use of electronic communication to bully.

App

Short for application

CEOP

Child Exploitation and Online Protection Command.

Block

Application which displays adverts and can redirect searches.

Chatroom

A place where online users can chat.

Blog/Blogging

A webpage containing users' opinions, experiences, or observations.

Chatroulette

Strangers interacting over text-chat and webcam.

Decoy App

These apps help children hide videos/images from their parents.

Digital Footprint

A person's trail of data on the internet that can last indefinitely.

Emoji

A digital image used to express an idea, action or emotion.

Circumventor

Sites

Parallel websites that allow children to bypass sites their adults have blocked.

Fabotage

Unauthorised changes to another user's social media account or content without permission.

Firewall

A system which protects a network from external threats.

Cookie

A small file which records a user's personal preferences.

Gamer

A person who plays mostly online video games.

Creeping

Someone who follows someone else's social network profile closely.

Gamer Tag

An alternate identity created from an alias, image, or avatar.

Griefer

Someone who deliberately harasses online gamers.

ISP

An internet service provider gives access to the internet.

Sexting



Sending or receiving sexually explicit messages, images, or videos.

Grooming

Someone who gains a child's trust for sexual exploitation or trafficking.

Malware

Unauthorised software which damages, disrupts or accesses a device.

Social Media

The sharing of content and participation in social networking.

Hacker

A person who gains unauthorised access to information.

Netiquette

Netiquette is the code of good behaviour online.

Spam

Messages sent to user for phishing, malware and advertising purposes.

Identity Theft

A crime in which personal information is used or pieced

Pharming

Redirecting users to fake websites to steal personal information.

Spyware

Unauthorised software covertly

together for financial gain. collecting information from a device.

IM

Instant message sent between users via the internet.

Phishing

Fraudulent emails designed to trick recipients into revealing confidential information

Trojan

Malicious software disguised as legitimate programs.

In-app Purchasing

Buying services or products within apps, which may be billed to phone accounts or linked cards.

Photosharing

Apps and sites allowing users to share photos; this can be very damaging for children.

PM

Private or personal message very popular on social media platforms.

Incognito Browsing

Users can browse the web without their history being recorded on a device.

Profile

A profile users have created for social media accounts.

Troll

A user who posts inflammatory messages.

Video Hosting Sites

Online services which allow users to post and view clips.

Virus

A harmful program capable of replicating itself and damaging systems.

Selfie

Self-portrait photo uploaded to social media.