

# Thames View Primary School Newsletter



*Responsibility*

*Resilience*

*Respect*

## Mrs Rogers Message

This week has been full of surprises! Including a visit from the OFSTED inspection team to see how fabulous our school family is! We had the Alpacas visiting Year 6 as a reward for their hard work with SATs. Reception also visited the animals, fed them and stroked them. Year 2 are finishing their SATs this week and they will then have their reward for their hard work. Year 1 will be having their phonics assessment when we come back after half term and should continue with their excellent reading at home of their phonically decodable book. Thank you to our year 1 parents who have been reading at home with their children, the impact is really seen in school and we are thankful for your support.

Next week, we have the Art Workshop, Arty Party, in school building Sculptures related to our school houses. We will be seeing a large BFG built by our children as well as a 3D sculpture of our 3 school Values, the 3RS; Responsibility, Resilience and Respect. Years 3 and 4 will be making the first sculptures which parents will see in the Key Stage 2 building. Then Arty Party will be visiting again in September to work with our year 1 and 2 children to build a Willy Wonka Sculpture and a Lifesize Gruffalo to further promote our school houses.

We are continually working on enhancing our new Forest School Provisions and would like to have wooden sculptures of Julia Donaldson's characters, including the Gruffalo characters and Stickman. If any parents know of anyone or any company that can help us with this, please can you let the school office know.

Year 6 are visiting the Wizarding World of Harry Potter this week, so any parents who have not yet given in consent, please can you do this, as we want as many children to go as possible. We are also having Spanish Day next Friday, where children can wear Spanish clothing or non-uniform in the colour of the flags and there will be a range of Spanish related activities for all children throughout the day. We will be practicing our Spanish vocabulary that we have been learning in our language lessons and trying some Spanish foods.

Don't forget, we break up for the Whitsun holiday at the normal times on Friday 26<sup>th</sup> May. I hope you all have a lovely weekend and stay safe, Mrs Rogers.

## Special events coming soon

- 22<sup>nd</sup>-26<sup>th</sup> May- Art Sculptures workshops working with years 3 and 4
- 24<sup>th</sup> May- Year 6 Trip to Harry Potter World
- 25<sup>th</sup> May- MYG Cricket
- 25<sup>th</sup> May – YrR Wingham Wildlife Park
- 26<sup>th</sup> May- Spanish Day
- All of May- Year 2 SATs (in groups)
- 26<sup>th</sup> May- Last day of term 5
- 5<sup>th</sup> June- Back to School
- 6<sup>th</sup> June – HOOK DAY
- 9<sup>th</sup> June – PTA Disco
- 12<sup>th</sup> – 16<sup>th</sup> June – Yr1 Phonics Check week
- 13<sup>th</sup> June – PTA Fathers Day gift shop
- 16<sup>th</sup> June – Fathers Day Lunch
- 16<sup>th</sup> – 19<sup>th</sup> June – Yr6 PGL
- 19<sup>th</sup> & 20<sup>th</sup> June – Sports Days
- 22<sup>nd</sup> June – Yr5 Chatham Dockyard visit
- **21<sup>st</sup> July End of Term 6 – no Friday Club on this day**

**Quote of the week**  
**“but being a child, he’d never been asked for his opinion”**

**David Walliams**



*Alpacas.....  
Came to Thames  
View  
on Monday 15<sup>th</sup> May  
...*



**Spanish Day 26<sup>th</sup> May 2023**

Children are welcome to come to school in non-uniform on this day and if they would like to wear anything Spanish or the colours of the flag they are welcome to.



Golden Ticket is every Friday and a child in each Key Stage 2 class can win the golden ticket for outstanding effort, behavior and for showing our 3 school values, Respect, Responsibility and Resilience.



**PE Champions:**  
Thomas Ready

**Attendance Stars:**

**KS1:** Elstar  
**KS2:** Topaz

**Nursery Stars:**

**AM:** Albert  
**PM:** Evie C

**Year 4 Timetable Stars:**

Mia, Boue, Azuha, Eliza, Henry, Toby, James, Parker, Bobby, Elsie, Heidi, Isabel, Imojen, Ollie

Class	Star of the week	Star Reader	Star Writer	Maths Champion
Pippin	Arlo	Jakob	Darcie	Veer
Sunrise	Aiden	Miles	Salina	Emma
Elstar	Donaldson Table	Isla	Buddy	Ava
Kanzi	Austin	Jayden	Ava	Aesha
Fortune	Eliza	Bailey	Rae	Molly
Liberty	Jackson	Clara	Hadi	Chloe and Alba
Opal	Andrew	Phoebe	Louie	Igor
Topaz	Chenlin	Sophie	Eden	Eve
Enterprise	Emily-Rose	Bella-Rose	Reuben	Leighton
Victory	Jacob	Ashanti	Parker	Mia
Blenheim	Mason	Jude	Lola	Finley
Windsor	Alice	Beau	Lacey	Aston
Discovery	Thomas	Henri	Ruby	Laila
Pioneer	Ethan	Darcy	Monroe	Ruby Y

## Safeguarding Corner

If you have concerns about you child, please come in and discuss these with Mrs Flynn or Mrs Stevens. Each week there will be safeguarding tips here, let us know if we can help! Today's focus is on Online Safety and the dangers of Echo Chambers!

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

# What Parents & Carers Need to Know about ECHO CHAMBERS

Digital echo chambers have become increasingly prevalent over the last half decade. Formed by a combination of social media algorithms designed to promote engagement and the basic human urge to be correct, these online environments reinforce the opinions that people already have – such as particular political ideologies – in a perpetual loop. The danger is that exposure to this constant bias can gradually nudge users towards more extreme views. That's certainly a potential hazard for young people, who tend to be more impressionable and easily influenced by things they see and read online – especially if it reflects a view they already agree with.

### WHAT ARE THE RISKS?

#### EXTREME IDEOLOGIES

Echo chambers can offer routes to harmfully extreme worldviews. A typically teenage distrust of authority, for example, could spiral into a full-blown belief in conspiracy theories – sometimes rooted in ideas which are antisemitic, racist or misogynistic. For impressionable individuals who may be feeling disillusioned with life, echo chambers can often function as a gateway to radicalisation.

#### NO CRITICAL THINKING

While critical thinking skills are sometimes taught in schools, they are rarely domain specific. A lack of experience in thinking critically – for example, about things we see when browsing the internet – places young people at risk of falling prey to misinformation, untruths and false narratives, which are sometimes deliberately designed to mislead them and influence their thinking.

#### A VALUES VACUUM

If schools struggle to deliver on a clear ethos, founded in British values as outlined in the national curriculum, it leaves a space within which other ideologies have potential to flourish. Teaching about British values in more siloed experiences, such as PSHE lessons, doesn't always effectively convey the key notions: tolerance, democratic values, individual liberty and the rule of law.

#### UNDETECTABLE INDOCTRINATION

Many people enter online echo chambers every day without realising. It's easy to simply consume whatever's placed in front of us as we keep scrolling, unaware that we're being funnelled down a particular route. Not recognising that their daily digital diet could in fact be deeply biased in favour of one side or the other can accelerate a young person's journey towards more extreme ideologies.

#### LACK OF BALANCE

It's challenging to reflect on your own beliefs and opinions, and question whether you might have got things wrong. That's why most of us naturally lean towards consuming information which reinforces and underlines what we thought to begin with. The long-term consequence of this is general close-mindedness and, potentially, intolerance of a more diverse set of perspectives.

## Advice for Parents & Carers

#### TALK ABOUT CHALLENGES

It could be helpful to explain to your child that, in general, people like to find evidence to strengthen their existing beliefs and prefer to ignore anything which supports an opposing perspective. Emphasise that it's OK if someone (politely) challenges what they think occasionally, and that any criticism of their view is purely that – a criticism of their opinion, not of them as a person.

#### DEBATE CAN BE GREAT

Encourage any interest your child shows in debating – whether at home, at school, or in clubs or societies. Debates require people to assess the merits of an opposing argument, so they can counter it. Putting themselves in the shoes of someone who has a different point of view is a useful way for children to approach new ideas that may contradict what they previously believed.

#### DISCUSS 'UNHEALTHY FEEDS'

Help your child understand how online algorithms shape which information is presented to them each day: ask them to consider why things appear in their feed on platforms like TikTok, Instagram or Snapchat. Explain that it benefits social media companies' advertising revenue to keep people coming back by showing them content which, generally, reinforces their existing world view.

#### THE VALUE OF VALUES

It can be hugely beneficial if your child recognises the importance of a core set of principles, such as the British values. By regularly tying their online experiences back to those essential ideas of democracy, tolerance and kindness towards others, understanding the rule of law and protecting individual liberties, you'll be helping them grow into a more resilient and robust future citizen.

#### VARY THEIR DIGITAL DIET

Sitting down to read online news stories with your child is an excellent way to demonstrate to them why it's important not to always get their information from just one place, comparing how the same story is reported across popular mainstream publications – and talking about the political biases each may have – will highlight the importance of regularly checking a wide range of online sources.

#### Meet Our Expert

A former director of digital learning and currently a deputy headmaster and DSL, Brendan O'Keefe's experience and expertise gives him a clear insight into how modern digital systems impact the experience of children, staff and parents – and which strategies help to ensure that the online world remains a useful educational tool rather than a minefield of risks.



Source: <https://archive.org/details/cognitivebias000urnse/page/79/mode/2up> | <https://www.tandfonline.com/doi/full/10.1080/1369113X.2016.1218526> | <https://www.aljazeera.com/media-bias/media-bias-chart>



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