



## Park Mead Newsletter

Dear Park Mead Parents/ Carers

As we head towards the Spring half term, summer truly feels like it has arrived.

Maples and Oaks participated in a fantastic multi-sports event this week at BEDES which was great fun. We were very proud of the way our Park Mead pupils performed.

Maples had the opportunity to take part in a online zoom call with a class of children in Seinajoki, Finland this week. It was lovely for pupils to find out about each others school life and culture despite being so far apart. Maples plan to start writing to our new Finnish friends in term 6.

It has been a very busy term with national tests and assessments so we really hope our pupils can rest up and recharge over half term so they are ready for an action packed, fun filled term 6 at Park Mead.



Mrs West

## Park Mead Summer Fayre

Park Mead School would like to warmly invite you to join us on **Friday 23rd June 3.30 - 5pm** to celebrate the launch of our new Vision & Values during our Summer Fayre!

This year, our Summer Fayre will be a collaborative event. We plan to have an open afternoon where pupils can show-case work from their vision and values art workshop as well as present and sell products to parents/carers created during our Skills Builder week. Our wonderful PTFA will be serving refreshments and food and there will be games and activities on the field. **COME AND JOIN US!**



Executive Head Teacher: Mr James Procter

Chair of Governors: Mr Alan Brundle

Head of School: Mrs Heidi West

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# Online Influencers

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 INFLUENCERS

In today's digital age, social media influencers play an increasingly significant role in shaping the opinions, interests and behaviours of our children. While many of these individuals can have a positive effect, influencer culture can also present certain risks – such as encouraging consumerism, affecting self-esteem and blurring trustworthiness. To help ensure a safe online environment for young people, it's vital to maintain open communication, set sensible boundaries, promote a healthy self-image and teach digital media literacy. Our guide delves deeper into all of these.

### WHAT ARE THE RISKS?

#### HEIGHTENED CONSUMERISM

A major way that influencers make money is through brand partnerships and sponsored content. As a result, children who follow them may be exposed to a steady stream of advertising; this can lead to materialistic attitudes, unrealistic expectations and an increased desire to have the latest products. Many influencers have built huge brand empires around their large, impressionable following.

#### THE SOFT SELL

Some influencers aren't always transparent about the motivations behind their posts, blurring the lines between genuine recommendations and paid-for promotions – and young people sometimes find it difficult to distinguish authentic content from advertising. Many major social platforms have taken steps to make sponsored content and ads easier to identify, but it remains an area of concern.

#### PRIVACY CONCERNS

Inspired by their favourite influencers, children may start sharing more of their own lives online – which could reveal personal information or details about their daily routine. This openness can put them at risk of cyberbullying or even predatory behaviour. This is exacerbated by live streaming, which gives young people no time to consider the potential consequences of saying too much.

#### UNDERMINING SELF-ESTEEM

Many influencers share images and videos of themselves and their activities, which are often painstakingly curated and edited to present an idealised version of their life. Children who follow these influencers may develop distorted expectations about body image and the concept of beauty, which can potentially lead to negative self-esteem and even mental health issues.

### Advice for Parents & Carers

#### KEEP TALKING

Chat to your child about the content they consume on social media and the influencers that they like. Encourage them to think critically about what they see and hear online, and listen to any concerns they might have. Maintaining this line of open, honest communication can help your child to make informed decisions about which individuals they follow and what content they engage with.

#### SET SOME BOUNDARIES

Agree age-appropriate boundaries for your child's social media use, including time limits and privacy settings (the two major operating systems on mobile devices, Android and iOS, have these controls baked in). Try to keep an eye on your child's online activity and discuss it regularly with them – including reminding them of the potential risks that can arise from following influencers.

#### SUPPORT A HEALTHY SELF-IMAGE

Reinforce your child's awareness that real life isn't usually as picture perfect as it may appear on social media – and how some content (particularly that of influencers) is often curated, staged or edited to look more glamorous. If possible, highlight examples of other influencers who share authentic, relatable material which acknowledges their imperfections and struggles as well.

#### PROMOTE MEDIA LITERACY

Talk to your child about the concepts of sponsored content, advertising and potential influencer bias. Teach them to critically evaluate the information they're presented with online and to consider the possible reasons behind content creation. This can help young people develop the skills to make healthier decisions about the influencers they choose to follow and the content they consume.

#### 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 experiences 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.



**NOS**  
National Online Safety®  
#WakeUpWednesday

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# Club Flyer

Type of Club:

After School Club

Activity:

Rounders & Softball

Where:

Park Mead Primary

Date:

**Monday**

Monday 12<sup>th</sup> June - Monday 10<sup>th</sup> July 2023  
(5 Sessions)

Time:

15:15-16:15

Year Group:

R-Y6

Price:

£5.00 Per Session

£25.00 For the term, paid fully in advance

Online Payments Only

How to book 



## Attendance

Children need to attend school regularly to enable them to benefit from their education.

Missing out on lessons leaves children vulnerable to falling behind, both academically and socially which impacts on their emotional wellbeing and creates further barriers to learning.

It's amazing how quickly frequent absence from school can add up to a considerable amount of lost learning for your child. For instance, over a year:

1. 95% Attendance = 9 days absent—approximately 2 weeks of school = 50 lessons missed
2. 90% Attendance = 19 days absent—approximately 4 weeks of school = 100 lessons missed
3. 85% Attendance = 29 days absent—approximately 6 weeks of school = 150 lessons missed
4. 80% Attendance = 38 days absent—approximately 8 weeks of school = 200 lessons missed

### Attendance Whole School—Academic Year: 93.54%

	<b>This Year</b>	<b>This Week</b>
<b>Willows:</b>	<b>93.45%</b>	<b>92.86%</b>
<b>Chestnuts:</b>	<b>94.33%</b>	<b>93.70%</b>
<b>Maples:</b>	<b>92.61%</b>	<b>92.33%</b>
<b>Oaks:</b>	<b>93.77%</b>	<b>92.33%</b>

*Less than 94.9% - Red*

*95—96.4% - Amber*

*96.5—99.9% - Green*

*100% - Gold*



## Diary

### May

26—Friends Cinema Night  
26—Last Day of Term 5

### June

5—Inset Day  
6—1st Day of Term 6  
9—Oaks Trip to South of England Show  
16—Year 5 Bikeability  
23—Summer Fayre 3.30-5pm  
(Including Vision and Values launch)

### Weekly Events:

Monday—After School Sports Club (3.15-4.15pm)  
Tuesday—Drumming Lessons  
Thursday—Golden Assembly  
Friday—Guitar Lessons

### July

4—Parent Coffee Afternoon (2-3pm)  
(Theme Transition)  
5—Whole School Transition Afternoon  
7—Sports Day  
13—Whole School Transition Afternoon  
14—Reserve Sports Day  
14—School Reports  
19—Leavers Assembly  
20—Last Day of Term 6  
21—Inset Day



## News from Willows



In Willows we have read 'Mad About Mini Beasts'. We have discussed which is our favourite insect and why. We have been sorting insects in different ways, e.g. wings/no wings, legs/no legs. We have also compared insects from Britain to those that are around the world, talking about similarities and differences.

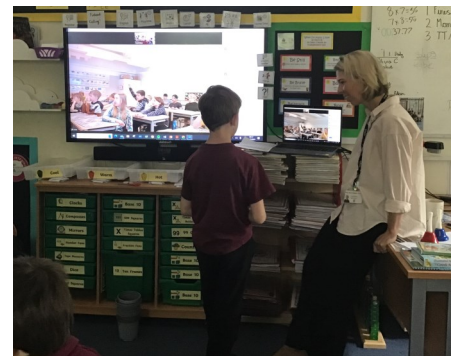


In our morning activities we have been trying to make garden items with Lego using the challenge cards to help us. Also, we have been playing a game with Curious George the monkey where we collect hats and make a pictogram on the interactive white board.



## News from Maples

Maples had a lovely Zoom call with a school in Finland, where we asked and answered questions about the differences in our schooling. We are now going to write letters and continue our friendship and learning about each county's culture.



We are really enjoying our Greek topic and are reading Icarus and Daedalus as our focus myth this week.





## News from Chestnuts

Chestnuts have been working very hard in the last few weeks, with a continued focus on the Year 2 SATS and preparation for the Phonics screening check next term.

In amongst all this we have still found time for some creativity. Having previously explored food packaging and created our own labels, we have now set our hands to making apple crumbles. I'm sure your child/ren will want to share these with you and we hope you enjoy them.



We have also been working very hard on the computers, making our own animated stories. The children have created their own characters and have worked on PurpleMash to add movement and sound to their stories.

Have a lovely half term break and enjoy the sunshine.  
Mrs Hudd





## News from Oaks

Oaks had a great time being Victorian children on Tuesday. They experienced copperplate handwriting, writing on slates (black paper with chalk), using ink pens, making models with peas and sticks, a drill (P.E), Victorian playtime with marbles and skipping ropes and hopscotch, gardening and an object lesson (similar to art). I enjoyed the role-play with the cane and the dunces hat! The children looked great.





## Willows Forest School—24 May 2023

This term Willows topic is all about growing. Today the children learnt how to identify buttercups and daisies at school. We talked about the importance of not picking wild flowers and plants unless an adult had said it was safe to do so. The children talked about how some plants might sting and prickle them, how they might be poisonous and how important they are to insects.

On the way down the school field, the children played a game of 'beetle tag', taking it in turns to be beetles and birds to chase and tag each other.

The children collected buttercups and daisies, along with different leaves, green alkanet, forget me not, herb robert and periwinkle flowers, all from



the grounds of Park Mead School. They then printing them onto fabric. They thought about where to place the leaves, folded their fabric in half and

tapped carefully with hammers to print the pattern and colour from the leaves to make some lovely designs. The children then went on to cut holes in the fabric to make flags by attaching them to sticks.

We looked at how the wildflower seeds that the children had sprinkled around the site previously had developed. We then watered them, along with the trees the children planted during our last session. Some of the class spent time exploring, climbing trees and playing games with their friends. They spent lots of time in the mud kitchen cooking and had much enjoyment on the slack line and the hammock swing. What a busy afternoon, well done Willows!

At the end of the session, the children took it in turns to hold 'Stick Man' and share what they had enjoyed about the afternoon.

*"I liked balancing on the rope....yes and swinging on the hammock"*

*"I liked making cheese sandwiches and coffee in the mud kitchen"*

*"I liked making hot chocolate in the mud kitchen, I mixed in buttercups, mud and grass with the water"*

*"I liked printing with leaves and making a flag...I made 2!"*

*"I liked watching the game of 'beetle tag', all the children played really well!"*

The Impact of Forest School for the children is the knowledge the children have gained from the Forest School experience. The impact can be seen through the skills, tools used, art and craft activities, observations and knowledge of the fruit, plants trees in relation to the seasons and the skills involved in learning how to play Forest School games.





# EASTER FUN RUN



**A Massive well done to everyone who participated**

**in our Easter Fun Run! so lovely to see so many**

**different headwear and bonnets being worn.**

**WE RAISED £497 TOWARDS OUR AMAZING NEW**

**OUTDOOR ENVIROMENT! THANKYOU!**



## Term Dates—2023-2024

Copies of next years term dates are available in the entrance foyer.



### East Sussex School Term and Holiday Dates 2023-2024

	SEPTEMBER 2023	OCTOBER 2023	NOVEMBER 2023	DECEMBER 2023
Monday	28 4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25
Tuesday	29 5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26
Wednesday	30 6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27
Thursday	31 7 14 21 28	5 12 19 26	2 9 16 23 30	7 14 21 28
Friday	1 8 15 22 29	6 13 20 27	3 10 17 24	1 8 15 22 29
Saturday	2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30
Sunday	3 10 17 24	1 8 15 22 29	5 12 19 26	3 10 17 24 31
	JANUARY 2024	FEBRUARY 2024	MARCH 2024	APRIL 2024
Monday	1 8 15 22 29	5 12 19 26	4 11 18 25	1 8 15 22 29
Tuesday	2 9 16 23 30	6 13 20 27	5 12 19 26	2 9 16 23 30
Wednesday	3 10 17 24 31	7 14 21 28	6 13 20 27	3 10 17 24
Thursday	4 11 18 25	1 8 15 22 29	7 14 21 28	4 11 18 25
Friday	5 12 19 26	2 9 16 23	1 8 15 22 29	5 12 19 26
Saturday	6 13 20 27	3 10 17 24	2 9 16 23 30	6 13 20 27
Sunday	7 14 21 28	4 11 18 25	3 10 17 24 31	7 14 21 28
	MAY 2024	JUNE 2024	JULY 2024	AUGUST 2024
Monday	6 13 20 27	3 10 17 24	1 8 15 22 29	5 12 19 26
Tuesday	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27
Wednesday	1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28
Thursday	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29
Friday	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30
Saturday	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31
Sunday	5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25

**KEY**

Staff training (INSET day)  Start of term for pupils  End of term  Public holiday  School holiday

**Bank and Public Holidays 2023-2024**

<b>Monday 25 December 2023</b>	Christmas Day	<b>Monday 1 April 2024</b>	Easter Monday
<b>Tuesday 26 December 2023</b>	Boxing Day	<b>Monday 6 May 2024</b>	Early May bank holiday
<b>Monday 1 January 2024</b>	New Years Day	<b>Monday 27 May 2024</b>	Spring bank holiday
<b>Friday 29 March 2024</b>	Good Friday	<b>Monday 26 August 2024</b>	Summer bank holiday

**Term Length**

Term	From	To	Number of days
<b>Term 1</b>	<b>1 September 2023</b>	<b>20 October 2023</b>	<b>36</b>
Autumn school holiday	23 October 2023	27 October 2023	
<b>Term 2</b>	<b>30 October 2023</b>	<b>15 December 2023</b>	<b>35</b>
Christmas school holiday	18 December 2023	1 January 2024	
<b>Term 3</b>	<b>2 January 2024</b>	<b>9 February 2024</b>	<b>29</b>
February school holiday	12 February 2024	16 February 2024	
<b>Term 4</b>	<b>19 February 2024</b>	<b>28 March 2024</b>	<b>29</b>
Spring school holiday	29 March 2024	12 April 2024	
<b>Term 5</b>	<b>15 April 2024</b>	<b>24 May 2024</b>	<b>29</b>
May school holiday	27 May 2024	31 May 2024	
<b>Term 6</b>	<b>3 June 2024</b>	<b>23 July 2024</b>	<b>37</b>
	<b>Total</b>		<b>195</b>



## Why are grapes so dangerous?

The size and shape of grapes means they can completely plug a child's airway. And the tight seal produced by the grape's smooth surface makes them difficult to dislodge with standard first aid techniques.



Young children are particularly vulnerable to choking on grapes because:



- They don't have a full set of teeth and are still learning to chew properly.
- Their swallow reflex is still developing.
- Their airway is very small.

*It's why we advise that grapes should be chopped in half lengthways and ideally in quarters.*



## Information for Families

This is a really useful and informative Facebook page run by the Customer Relations Team of Children's Services.

This page share information on free or discounted events in the East Sussex area as well as sessions run by local Children's Centres. It is updated and monitored daily with information on events and sessions you can access.

There are lots of ideas and activities so please have a look.



## Snape Woods Forest School



**Snape Woods**

Tel: 07541956565

Holiday club  
Thursday the 1st June  
Cinderford Lane,  
Hailsham  
5-11 year olds  
10am-2pm  
£5 per child per hour

Nature based learning  
in a beautiful woodland  
Setting  
with outdoor  
Learning  
Professionals

**Forest School and  
Outdoor Learning**