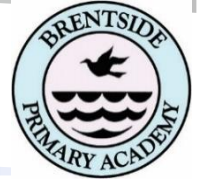


# THE BRENTSIDE BULLETIN



Friday 23<sup>rd</sup> May 2025

Issue: 108

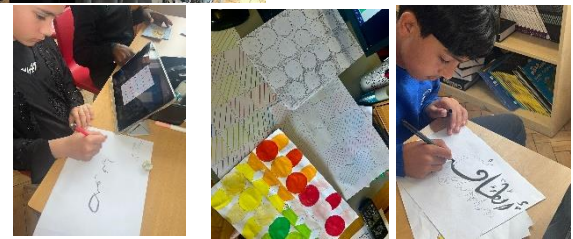
## RECENT LEARNING

In DT & Geography Y5 made topographical maps of each of the continents, and Y3 have been learning about angles and parallel/perpendicular lines in Maths. Meanwhile it's been a busy time in Y4; they made willow patterns recreating famous stories in Art, made torches in DT also using their knowledge of circuits they gained in Science, and took part in a Drama activity called a Conscious Alley where they developed their understanding of the characters from their English texts.



## YEAR 6 HISTORY DAY

Year 6's History topic this term has been on the Islamic Golden Age, asking the question "Why was the Islamic Civilisation around AD900 known as the Golden Age?" In their topic, they learned about all the amazing advancements in science and the arts that happened at this time; including the invention of algebra, the library the House of Wisdom, the astrolabe in astronomy, and many medical discoveries that still shape our knowledge today. They had a History Day exploring the food of the period, dressing up in clothes people may have worn and roleplaying traditional stories, and exploring geometry, patterns and calligraphy in art.



## CRICKET AWARD

Well done to Ali in 4 Blue, who was awarded a medal for outstanding performance in cricket from the cricket coach who has been working with Y4 each week. Maybe we will see him at The Oval one day!



## UPCOMING EVENTS

26/5-30/5 HALF TERM

2/6/25 PUPILS RETURN TO SCHOOL

## ROUNDERS COMPETITION

We held a whole-school rounders competition at Brentside yesterday, with all pupils enjoying learning and playing the classic game to win points for their House.



## NURSERY SPRING LEARNING

Nursery have undertaken a green-fingered project this term as they nurtured some little seeds in their garden and learned all about what it takes to look after their plants. They have been rewarded with some beautiful blooms! Meanwhile, in their afternoon PE lessons, Nursery have been practising yoga- working on their strength, flexibility and learning lots of calming and relaxing techniques- which their adults enjoyed taking part in too!



## MESSAGE FROM THE HEADTEACHER

We've come to the end of another busy half-term here at Brentside, which has been full of learning and creativity. Year 6 in particular have worked so hard in preparation for their SATs- I hope they can now enjoy some well-deserved fun. After the break, our final stretch before the summer is jam-packed with events, trips, and celebrations, so please do keep a close eye on the events letter sent out.

I wish you all a peaceful and restful half-term and look forward to the busy summer ahead.

**Mrs. Crosdale**

## HEADTEACHER/VALUES AWARDS

**Y3 Hadi**

**Y4 Betsan, Adam A, Aleena, Uma, Jada, Aasya, Mousa, Adam M, Brayen**

## WELL DONE YEAR 6!

Year 6 had a big week last week as they faced their SATs- we are so impressed with the resilience and determination they showed under pressure, and of all the hard work they put in preparation. Results will come out in July and, regardless of the outcome, each one of them should feel very proud of themselves.

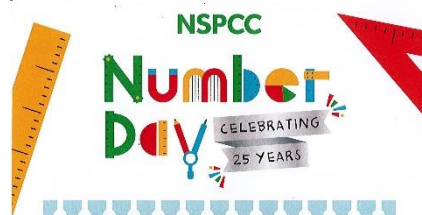
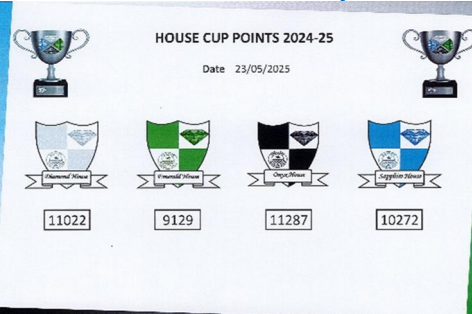
## MAY HALF-TERM SPORTS CAMP

Brentside Primary's PE Teacher Mr Pierce is running a holiday camp for 3 days during the May half Term- Tuesday 27th May, Wednesday 28th May and Thursday 29th May 2025. You can choose to book for 1 day, or all 3 days of the camp. The camp is taking place at the school, however it is not run by the school, it is run by Mr Pierce and his company 'Delivering PE' The camp will offer a variety of sports and activities and is available for all pupils in the school. The camp runs from 8am to 3.30pm at a cost of £30 per day. A sibling discount is available (see eventbrite link for details) For further information and how to book, please use the below link:

<https://www.eventbrite.co.uk/e/may-half-term-sports-camp-with-mr-pierce-tickets-1333966432509?aff=oddtcreator>

If you have any questions about the holiday camp, or issues with booking, please contact Mr Pierce Phone: 07709887866 Email: deliveringpe@hotmail.com

## HOUSE CUP 2024/5



Thank you to everyone at BRENTSIDE PRIMARY SCHOOL for raising £114.50

We are so grateful for your support and generosity. The money raised will help to change childhoods across the UK.

Josephine Swincoe  
Executive Director of Income Generation

THANK YOU!

#numberday



EVERY CHILDHOOD IS WORTH FIGHTING FOR

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## EALING FOODBANK

If you are struggling, call 0808 2082138 for free to speak to a trained and independent agent confidentially about your circumstances. Alternatively, speak to the school office about making a referral to the foodbank.

## KEEPING IN TOUCH

Please do not hesitate to email or call us if you have any queries or concerns & we will do our best to answer these for you.

Email: admin@brentsideprimary.ealing.sch.uk

Our school website is an important resource for you.

We update this regularly with information about the school, news and bulletins, and websites that can support you and your family.

<https://www.brentsideprimaryacademy.co.uk/>

## HALF TERM AT PITZHANGER



### Daily activities on 25 May – 1 June | Free and Included Events

Enjoy a full week of daily family-friendly events this May half-term! From spinning illusions and architectural collages to drop-in Bhangra and sun-printing, we have got something every day for curious minds.

- Most activities are included in general admission (£12, under-16s free), which also gives access to the historic manor and current exhibitions.
- Sun Print Magic Workshop (28 May) . Free, booking required.
- Drop-in Bhangra Dance (1 June) . Free, no ticket needed.
- Mini Makers: Messy Play (30 May) £15.

[https://www.pitzhanger.org.uk/whatson/may-half-term-at-pitzhanger-2025/?dm\\_i=7LXS\\_UBBN\\_9RWXJ\\_2G7FT\\_1](https://www.pitzhanger.org.uk/whatson/may-half-term-at-pitzhanger-2025/?dm_i=7LXS_UBBN_9RWXJ_2G7FT_1)

## MAY HALF TERM SPORTS CAMP WITH MR PIERCE

Open to all pupils in Year 1-6 at Brentside Primary Academy

Come and join Mr Pierce and coaches for fun and games daily from **Tuesday 27th-Thursday 29th May 2025**

£30 per day (sibling discount available)  
Packed lunch required (fruit available and kindly donated by our local Coop (Greenford Avenue))

- Wide variety of sports and activities offered
- Qualified coaches
- Fun games to develop individual skills and team building skills

**Registration:**  
8-830AM via Brants Walk entrance  
W7 1BU

**Dismissal:**  
3:30PM via Brants Walk entrance

Book by searching: Mr Pierce on [www.eventbrite.co.uk](http://www.eventbrite.co.uk) or by scanning the QR code below

Phone: 07790887866  
Email: [deliveringpe@hotmail.com](mailto:deliveringpe@hotmail.com)

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing and digital change. Formerly authored by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [thenationalcollege.com](http://thenationalcollege.com).

## What Parents & Educators Need to Know about MINECRAFT

AGE RESTRICTION  
 PEGI  
 7

Still the best-selling game of all time, Minecraft is a bastion of creativity and community, with hundreds of millions of players building and exploring in its almost endless world. The popularity of Minecraft among gamers of all ages means it's important to remain informed about the game, including how to play it safely and whether it's suitable for the children in your care. That's why we've created this guide explaining the risks associated with Minecraft and how to ensure a purely enjoyable gaming experience.

#### WHAT ARE THE RISKS?

**SCARY ELEMENTS**

While Minecraft can be seen as a kind of digital LEGO, certain game modes include horror-like scenarios by using sound effects, darkness, in-game combat and other mechanics – although this content is quite basic and free from any real depiction of violence.

**GRIEFING**

Some players in Minecraft take pleasure in intentionally destroying or disrupting another person's creations. This behaviour is known as 'griefing' or 'hacking' – a behaviour which can be extremely repetitive by sending hours of their work and having them to start over. Many public servers implement griefing as a service offence and often ban those who engage in it.

**ADDICTIVENESS**

Minecraft's focus on creativity means that, as with any creative endeavour, it can be easy to get carried away. If your child is finding it difficult to manage their time, focus on what you're doing in by Minecraft's gameplay loop of resource gathering and building structures, it could have a negative effect on their social interactions and connectivity.

#### PUBLIC SERVERS AND COMMUNICATIONS

With public servers being so easily accessible in Minecraft, it's highly likely that children will end up chatting with strangers through the in-game chat system. Some servers place an emphasis on social interaction, actively encouraging communication between players. While there's nothing inherently wrong with this, it does carry certain risks. In addition to the common online speaking with an ongoing online, players who host their own servers may have their IP addresses exposed, putting further security concerns.

**ADDITIONAL PURCHASES**

Minecraft is available on a free trial and a variety of add-ons; however, the full game requires a one-off purchase, which is typically around £10. After that, players have the option to buy additional content, such as skins, to customise their Minecraft avatars. Skins are an entirely optional purchase, but some players may be tempted to their own private server to play with friends, without proper supervision, even when players may not be making a purchase of expensive purchases.

### Advice for Parents & Educators

#### CHOOSE THE RIGHT MODE

Selecting Creative or Peaceful mode allows children to play Minecraft without having to contend with enemies. It's also a great way for you to get used to playing the game with which your child's level is familiar. This allows you to work together on an on-going project, creating something special without the threat of enemies and creatures attacking you or damaging your building.

#### HOST A PRIVATE SERVER

The easiest way to find a safe server for children to play on is to make one yourself. Having a private server prevents strangers from finding it, unless they're using your IP address or password. A private server allows you to control who's allowed to enter and – if necessary – to kick anyone who shouldn't be there. This is the safest approach to parental control in Minecraft. Having a private server however, isn't a total security fix.

#### TALK ABOUT STRANGERS

At some point in their lives, almost everyone will make contact with a stranger online. It's important to discuss online safety, therefore, it's essential – as is having a good understanding of the risks of online play. It's important that a child knows never to tell a stranger – unless they're reporting a problem – and that they should come to you straight away if they do encounter a problem.

#### RESEARCH CONTENT CREATORS

Much of Minecraft's early days can be seen on an archive in frustration for players who don't know where to start. Thankfully, there's a wealth of material online and it's also helpful to try and see the reason, just be mindful that some of the content may not be appropriate for children, so you should consider watching it yourself first.

#### PLAY MINECRAFT WITH YOUR CHILD

As a creative building tool, Minecraft makes a great fun for children to team up and construct vast buildings or complete imaginative adventures, much like working with LEGO or model kits. Having a good understanding of the risks and encourage critical thinking and teamwork, you should consider which game modes is appropriate for them in your care.

#wake\_up\_weds [www.thenationalcollege.com](https://www.thenationalcollege.com) @wakeupwednesday @wakeupweds

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## What Parents & Educators Need to Know about VIOLENT CONTENT ONLINE

Around 70% of teenagers say they've seen real-life violence on social media in the past year – often from as young as primary school age. Just 5% actively seek it out, most encounter it through group chats or social media algorithms. From fights and pranks to hate speech and graphic media, exposure to violent content online is more widespread – and more harmful – than many adults realise.

#### WHAT ARE THE RISKS?

**MENTAL HEALTH AND TRAUMA**

Children and young people report feelings of anxiety, depression and other negative violent content. For some, these effects may be short-term, but for those with existing vulnerabilities of past trauma, the impact can be more severe. Many also feel pressured to 'keep up' content, leading to ill with friends, even when they find it distressing.

**BEHAVIOUR CHANGES**

Exposure to violent content can lead to fear and avoidance behaviours – such as skipping school or avoiding others, which children see weapons used in videos, it can negatively impact their perception of the world, unsafe and, in more cases, increase the likelihood they consider carrying a weapon themselves, such as a knife for protection.

**ESCALATION AND PARTICIPATION**

Violent videos often go viral quickly. What has been shared can be used to create real-world fights – which are sometimes filmed and shared to gain views or status. Some children are drawn to sharing or creating violent content themselves to gain a reaction or boost their reputation.

#### DESENSITISATION

Violent content can become normal to children, making it difficult to understand the real-world consequences. Younger children may be unlikely to report it, simply because they don't believe anything will be done or because they're afraid of being labelled a 'snitch' by their peers.

**HARMFUL IDEOLOGIES**

Violent content online may overlap with racist, misogynistic or homophobic hate speech. These messages can dehumanise others or glorify violence as a means to gain power, popularity or notoriety. Over time, this can normalise dangerous behaviours and attitudes among impressionable viewers.

**DISPROPORTIONATE IMPACT**

Not all children are affected equally. Those who are excluded from school, bullied, excluded or neurodivergent are often more vulnerable to the effects of online violence. It's essential to provide wider context – including home life and access to help spaces – when thinking about potential harm.

### Advice for Parents & Educators

#### CREATE SUPPORTIVE SPACES

Many children feel unsafe to talk about their experiences, so it's important to create a safe space where they can talk to you. Encourage them to talk to you about their experiences, so you can help to support them.

#### AVOID HARSH RESTRICTIONS

Focus of punishment is a major reason young people stay silent about online content. Try to understand and be kind to children who are struggling. Instead, reassure children that they can speak openly and that asking for help won't get them in trouble.

#### KNOW WHAT'S ILLEGAL

Some violent content is clearly upsetting, while other examples may be more subtle or satirical. Report any content that is illegal, such as child sexual abuse material, or content that is illegal under the law. Report any content that is illegal under the law. Report any content that is illegal under the law.

#### UNDERSTAND TECH AND TRAUMA

Other children may already have had to deal with trauma or abuse. Understanding the impact of online violence can help them to understand the impact of online violence. Understanding the impact of online violence can help them to understand the impact of online violence.

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