



Weekly Newsletter

FRIDAY 9th MAY 2025

Loving Learning Together



Latest News

Dear Parents and Carers,

The highlight of our week has been the VE Day celebrations we held on Tuesday. The morning was spent in a carousel of themed activities, with each class moving rooms and getting a chance to take part in:

- Designing medals
- Flag making
- Creating bunting
- VE Day Bingo
- Cricket

In the afternoon, children made bowler hats and then enjoyed an Afternoon Tea picnic in the sunshine.

Many thanks to Mr Hall for organising!

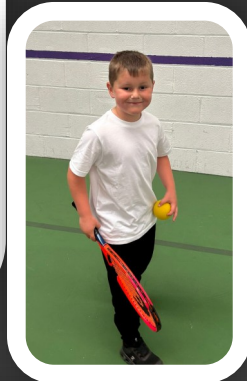
Remember

Next week, Y6 will be doing taking their national tests 'SATS'. We know they're going to be fab, but if you see them, please give them a thumbs-up and a good-luck! We've prepared the biscuits, bananas and chewing gum to help with concentration, and we're super-proud of their positive attitudes and hard work so far!



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For some of our children, there's been the chance to go off-site for sporting events. Some of our Year 2's had a go at tennis, while some KS2 girls went for rugby workshops. Our Knotty Ashers always make us proud with their positive attitudes, good humour, manners and inclusive outlooks—well done everyone!



Hope you all enjoy our sunny weekend

Miss Clements x

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We Need You to be a Parent Governor

You may have seen an email from school asking for Parent Governors. We have two vacancies to join our friendly governing board, who meet once every 6 weeks to hear about school developments, ask questions and offer suggestions. There are documents to read, and it is a commitment but it's very rewarding and interesting. If you'd like a chat to find out more, please pop into school or give me a ring.

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This month, at Knotty Ash Primary School we've extended our partnership with Zero Food Waste. We are now hosting events in the school hall on a Saturday and Sunday evening.

Bags of food need to be booked in advance (see below for how to do this.) It's not a food bank; it's saving food from landfill :)

We are really pleased to be able to help with this good cause, but rest assured we are also working hard to make sure the school site is safe and there is minimal disruption to the local community.

Liverpool Zero Waste Community

SATURDAY EVENTS

11 - 12pm
Open Event - No booking required
St Hilda's Church, Stuart Avenue, L25 ONG

12 - 1pm
Open Event - No booking required
Methodist Centre, Atherton Street, Prescot, L34 5QN

10pm
Bagged Event - Bookings open at 7am
Elm Hall Drive Methodist Church, Elm Hall Drive, L18 1LF

10pm
Bagged Event - Bookings open at 7am
Knotty Ash Primary School, Thomas Lane, L14 5NX

By working in partnership, saving surplus food & building community: great things can happen!

Liverpool Zero Waste Community

SUNDAY EVENTS

6pm
Bagged Event - Bookings open at 7am
The Place To Be, Eastern Avenue, L24 2SX

10pm
Bagged Event - Bookings open at 7am
Knotty Ash Primary School, Thomas Lane, L14 5NX

Everyone is welcome and everything we distribute is free

By working in partnership, saving surplus food & building community: great things can happen!

HOW TO BOOK BAGS

- Send us a message via messenger at 7am on the day you want to collect, bookings before 7am are not accepted.
- If there is more than 1 event that evening, please specify the event you wish to attend.
- All bags are allocated on a 1st come, 1st served basis in the order we receive messages.
- Please only send 1 message, someone will always reply, if you message multiple times you will lose your place.
- If you are allocated a bag, it will be ready for collection at 10pm.
- Please only request 1 bag per household per 7 day period.

By working in partnership, saving surplus food & building community: great things can happen!

Zero Waste - Liverpool

7.2K likes • 11K followers

Like Message

Posts About More

Loving Learning Together



What have we been learning?

Nursery

BUILDING A WORMERY



PIC-COLLAGE



VE DAY FUN



PIC-COLLAGE

This week has been a short but very busy week in Nursery. On Tuesday we made party hats to celebrate VE Day 80 years on. Then in the afternoon we went on the field for a lovely party with the rest of the school. We found out about why VE Day is so special and we watched some of the celebrations in London on Newsround.

On Wednesday we did some phonics and our special sound this week is U. We also did some Fred talk games. In maths/ science we sorted minibeasts into different groups- legs / no legs wings / no wings. We also made a wormery and put 6 worms in it from the nursery garden. We have enjoyed observing them making tunnels in the soil. We watched Super worm on CBeebies.

On Thursday we had a musical morning exploring rhythm, playing fast and slow quiet and loud. We played some of our favourite nursery rhymes.

We have been watching all the seeds we planted growing - our beans are doing well. On Friday we planted some sunflower seeds.

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What have we been learning?

Reception



Reception have been working hard on their subtraction skills this week! We have been looking at different ways to take away. We noticed that when you take away, the total become smaller!

On Tuesday, we had a lovely day learning all about VE Day and celebrating with the rest on the field in the afternoon. We had cake and crisps and some nice cool juice! It was lovely!

We have read the story of the three little pigs this week and The Little Red Hen.

The children have been working hard with their writing and everyone is very impressed with the pieces of work that the children have produced this week. We finished the week by making some cakes and cookies with flour.

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What have we been learning?

Year 1

VE DAY



PIC•COLLAG

We had a lovely start to the week celebrating VE Day. The children enjoyed their activities in the morning before having a party afternoon. In Maths, the children have started learning place value to 50. During our English lessons, we looked at securing their understanding of capital letters in sentences and began looking at our new story clean up. This week we focused on pitch in Music when learning our new song. In PE, the children practised their tennis skills. We've had a lovely week in Year 1!

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What have we been learning?

Year 2



Year 2 have had such a lovely week in the sunshine. We celebrated VE day with lovely activities in the morning such as peace flag making, bunting creation, VE Day bingo - and then in the afternoon we had a party on the field with juice, crisps and home-made cake (thanks to Julie, our hard-working school cook!)

We've also been lucky enough to have had a visit from Danny, Eva's Dad, who taught us all about his work at the recycling Waste to Energy plant. The children were fascinated by a film he made just for them of the rubbish being turned into hot lava and of him driving a big bulldozer to push all of the rubbish into giant heaps. It was so good of him to call in and share. The children had tons of questions and he was happy to answer every one.

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What have we been learning?

Year 3



After a sunny Bank Holiday, our week began on Tuesday with a wonderful celebration for the 80th anniversary of VE Day. We visited lots of different teachers in the morning for our carousel of VE Day themed activities including designing flags and bunting, playing bingo, making medals and even a bit of cricket! In the afternoon, we had fun creating our own 'bowler hat headbands' which we wore to our tea party outside in the sun before ending the day with a special VE Day assembly. In Science, we completed our studies on rocks and soils with an investigation so are now looking forward to starting our new topic on living things next week. We have also started learning about capacity in Maths as well as dodgeball in PE. Talking of PE, we are only on our third swimming lesson yet our swimming is coming on in leaps and bounds. Everyone is SO impressed with our smiles and determination, not to mention getting quicker with drying and changing! In English, we have been immersing ourselves in the world of letter writing recently, writing our best versions of thank you letters this week. We are going to be sending them to our friends at Calderstones Park to thank them for our amazing Stone Age day and hoping that we may receive a reply!

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What have we been learning?

Year 4



Year 4 have had a fabulous start to the week celebrating VE day. We visited different classes and participated in a range of VE day activities such as peace flag making and VE themed bingo. The class had a wonderful time and enjoyed sitting in the sun with some cake and treats to finish off the day!

During maths this week we focused on equivalent fraction families and worked on our times tables fluency in preparation for our Multiplication Check in June. In English, we edited and published our thank you letters to Calderstones Park in our showcase writing books. The children are looking forward to posting them next week!

To top off the already exciting week, the class took part in a science experiment in which they carried out a range of tests (some involving vinegar and water!) to classify different types of rocks.

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What have we been learning?

Year 6



Year 6 are in their final push to SATs and I have to say they have been working so hard! We've been revising our knowledge in lots of different ways: practice exam questions, quizzes, bingo, crosswords and hunts. On Wednesday, we had a fraction filled day, revising all the different methods and then creating some very entertaining video lessons for other classes to watch. We they did a treasure hunt around forest school finding SPAG questions in groups. We also had a welcome break from all the revision on Tuesday with some lovely VE day celebrations in the afternoon. We created some fetching VE day hats and then enjoyed some lovely snacks in the sun on the field. Year 6 are prepped and ready and we all can't wait for them to show off their knowledge next week. The year 6 team are all very proud of you, I know you will all be amazing!

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What have we been learning?

DRB 1



We've had another lovely week in Infant DRB! On Tuesday, we had a wonderful time celebrating VE Day. In the morning, we joined our mainstream class for a fun-filled carousel of activities, including bingo, making flags, and designing medals. In the afternoon, we crafted our own bowler hats and headed out to the field, where we enjoyed some delicious cake and other tasty treats while sitting with our friends. We also had fun playing games together. A big thank you to Mr Hall for organising such a brilliant event – we all had a great time!

Throughout the week, we've continued exploring our story, 'A Place for Plastic'. We've had some fantastic discussions about what you might find in shops, and we sorted real food items into different categories, such as bread, fruit, vegetables, tins, etc. The children are beginning to recognise and group different types of food – a great step forward in their learning! Our younger children have been getting creative too! Inspired by The Tiger Who Came to Tea, we've been making and tasting our own fruity "teas" (fruit juice). We've also been learning new vocabulary, including the words more, empty, and pour. It's been lovely to see the children so involved and enjoying their learning this week..

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What have we been learning?

DRB 2



What a lively week we've had! Ann has been teaching us all about VE Day. She's been sharing fascinating facts about the end of World War II, and even showed us some games children played back in 1945. We gave the Conga a go – and let's just say, it was brilliantly bonkers! Laughter echoed down the corridors as everyone joined in the fun.

In maths, our shape-spotting superstars have been busy exploring 3D shapes in and around school.

In BSL Story, a group have been learning all about "A Place for Plastic" and why it's so important to take care of our environment. The children showed real thoughtfulness as they discussed how little changes can make a big difference.

To round off the week, our junior girls had the chance to take part in a rugby session on Friday – energy, teamwork and loads of muddy fun! Another fantastic week of learning and laughter all round.

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Attendance



Class	Attendance
Reception	96.77%
Year 1	95.81%
Year 2	98.27%
Year 3	99.54%
Year 4	99.16%
Year 5	99.59%
Year 6	93.55%

Whole school attendance this week 97.5%

Class attendance winners Year 5 99.59%

Congratulations to Year 5 —AMAZING attendance!

Well done to Year 3, Year 4 and Year 2 as well—brilliant attendance this week!

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Online Safety

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 climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

SNAP STREAK

97
DAYS

What Parents & Educators Need to Know about

SNAPCHAT

AGE RESTRICTION
13+

Snapchat is a messaging app which allows users to send images, videos and texts to others. Its best-known feature is that anything sent 'disappears' 24 hours after it's been viewed; however, users are known to take screenshots or use another device to obtain a photo of their screen. In 2023, Snapchat added a chatbot function called 'My AI'.

WHAT ARE THE RISKS?

ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

PREDATORS AND SCAMS

Predators can exploit Snapchat's disappearing messages by, for example, telling a user they have naked photos of them and will post them unless they're paid. Snapchat's own research found that 85% of teenagers had experienced this – on this app or others. This likely isn't helped by 'SnapMaps' – a feature which highlights your exact position in real-time. This is meant to help friends keep track of each other, but could be used for more sinister reasons.

MY EYES ONLY

Snapchat has a hidden photo vault called 'My Eyes Only'. Teens can conceal sensitive photos and videos from parents and carers in this folder, which is protected by a PIN. You can check for this by clicking on the icon which looks like two playing cards. This takes you to the 'Memories' folder which stores photos, stories and the My Eyes Only folder.

SCREEN TIME ADDICTION

Snapchat prioritises user engagement, with features like streaks (messaging the same person every day to build up a high score). The app also has sections called 'Discover' and 'Spotlight', which show tailored content to each user. However, this could also be seen as an attempt to hook users into watching videos endlessly. Furthermore, constant notifications can lure people into using the app.

INAPPROPRIATE CONTENT

Some content on Snapchat simply isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body image expectations – creating feelings of inadequacy in younger users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

Advice for Parents & Educators

UTILISE PARENTAL CONTROLS

Snapchat's 'Family Centre' lets you view the details of the child's account – their friends list and who they've spoken to in the last week – and report any concerns. You must invite a child to the Family Centre for them to join. To keep the child's location hidden on the app, go into settings and turn on 'Ghost Mode' and 'Hide My Location', and ensure they know not to share their location with anyone.

BLOCK AND REPORT

If a stranger does connect with a child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending sexual images to them, the child can tap the three dots on that person's profile and report or block them. There are options to state why they're reporting that user – such as annoying or malicious messages, spam or masquerading as someone else.

FAMILIARISE YOURSELF

Before you allow a child to download Snapchat, download it yourself and familiarise yourself with the app. Snapchat has produced a parents' guide to the app to help you understand how it works and any protections they have in place. A link for this can be found in the sources below.

ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. For example, discuss My AI's responses to questions and how reliable they are. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/snapchat-2021>

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ONLINE SAFETY NEWSLETTER

PROTECTING PRIVATE AND PERSONAL INFORMATION ONLINE

ISSUE 2

PROTECTING YOUR PERSONAL INFORMATION

In today's digital age, it is more important than ever that children are learning how to protect their personal information online. Remind children that before sharing their information, they should ask themselves the following:

- Do I know this person?
- Is the site secure? (Look for a  in the web browser)
- Am I sharing any private details? (Birthday, school, address)

By following this process, children build a routine that protects their personal information.



TOP ONLINE SAFETY TIPS FOR CHILDREN:

Help your child build smart online habits with these key tips:

- **Check privacy settings** – Only friends should see their posts.
- **Never share personal details** – No addresses, phone numbers, or school names.
- **Use strong passwords** – Mix letters, numbers, and symbols.
- **Only accept real friends** – Don't add strangers online.
- **Think before posting** – Photos and comments stay online forever.

APP SPOTLIGHT - INSTAGRAM



This week's app spotlight is **Instagram**.

Instagram is popular for sharing pictures and videos, but as a parent, it's important to know what to monitor if your child is using it. Without guidance, children could be exposed to harmful content, strangers, or pressure to post things they don't fully understand.

- Instagram requires users to be at least 13.
- Make sure your child's account is set to private.
- Regularly check who is following them; they should only connect with people they know.
- Keep up with what they are posting.

Scan the QR code to learn more:





Online Safety Newsletter

April 2025

Screentime

Screentime is classed as any time spent in front of a screen, so it includes everything from watching tv to completing homework on a laptop. Whilst there is no recommended screentime (except for under two, which is zero), it is important that we find a balance.

Screentime can obviously be beneficial, both for educational and entertainment purposes, however it is important to be aware of the risks, such as:

- Eye strain.
- Disrupted sleep.
- Less time for other activities and being outdoors.
- Affects our attention span.

Further information

Childnet discuss what is screentime and how much screen time is enough in this useful article:

<https://www.childnet.com/help-and-advice/screen-time-boundaries-parents/>



Social Media Concerns

Most social media apps have a minimum age rating of 13+. Whilst there are benefits, this article discusses some of the potential risks of using social media.



Risks of Social Media

- **Inappropriate content** – social media may expose children to content that is not appropriate for their age, including sexually explicit content or content that promotes harmful behaviours such as self-harm.
- **Cyberbullying** – this can take many forms, including sending nasty or hurtful messages, leaving unkind comments, sharing photographs of somebody else without their permission or impersonating somebody with a fake account.
- **Excessive Screentime/Addiction** – too much time online can affect mental health and disrupt sleep patterns.
- **Contact from strangers** – there is a risk of stranger contact, which can lead to an increased risk of grooming.
- **Challenges** - children may not have developed the skills and ability to critically analyse what they see online. Whilst some challenges are fun and provide no risk, there will be challenges online that are risky/dangerous.
- **Sharing too much information** – children may share personal information e.g. their phone number, school name or inappropriate photos of themselves.
- **Algorithms** – algorithms influence what we see on social media platforms to keep us engaged on the platform. This can lead to 'echo chambers' where users are only seeing content that relates to their opinion rather than seeing a balanced viewpoint. It can also lead to a user being exposed to large amounts of content about one topic/theme, which may not be helpful if it is negative.

How can I help make it a safer environment?

- Check the age rating of each app and restrict access until they reach that age.
- Set up age-appropriate parental controls, for example set content restrictions and screen time limits.
- Chat to your child about what they are doing online, including who they are following and interacting with online.
- Restrict devices in their bedrooms.
- Show your child how to use any reporting and blocking tools.

Further information

You can find out more from the following:

- <https://kidshealth.org/en/parents/social-media-smarts.html>
- <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/social-media/#Talkingaboutcyberbullying>

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Group Chats

Is your child part of any group chats? This could be on social media, for example on WhatsApp or within games such as Fortnite. If so, it is important that you are aware of the potential risks, which include:

- **Inappropriate content** – there is often a lack of moderation within chat facilities so users could be exposed to content/language that is not suitable for their age.
- **Bullying** – there are many instances where inappropriate/hurtful comments are shared within groups, this could take the form of name calling or body shaming. Bullying can also be in the form of excluding others from the group. These issues often overspill into 'real life'.
- **Strangers** – your child could be added to groups with people they do not know or even with someone that they have previously blocked.
- **Conversations can be shared/screen shot** – make sure your child is aware that anything they share within a group can be shared with others outside the group.
- **Sharing personal information** – remind your child to be aware of the information they share with others including images and location.



How can I help make group chats safer?

- Check the recommended age rating and adhere to them. If we all did this, peer pressure would be reduced.
- Set up age-appropriate parental controls and set screen time limits.
- Show your child how to use any reporting and blocking tools.

What else can I do?

- It is crucial to have regular conversations with your child about the risks outlined above and about what they are doing online.
- Talk about who they are chatting with, encourage them to think carefully about the messages they send and how they might be perceived by others. Talk about positivity and not saying anything hurtful. Ask them to think about whether they would say what they are messaging, face to face.
- Devices should be used in family rooms so you can monitor what they are doing and who they are interacting with.
- Finally, make sure to model good digital behaviour yourself, as children often learn by observing the adults around them.

Further information

Childnet have created a Group Chat Guide for parents following consultation with the Childnet Youth Advisory Board and Digital Champions: <https://www.childnet.com/resources/cheat-sheet-group-chats/>

Did you know some Emojis have a double meaning?

For those that have watched Adolescence, you will know children and young people may be using emojis to mean something completely different. For example, the kidney bean emoji may be used to identify as an incel. It is important that you are aware of how emojis can be used and keep up to date with the way in which they can be used as their meanings are changeable. You can find out further information here:

<https://www.bark.us/blog/emoji-slang-guide/>

Vodafone: The Rise of the Aggro-rithm

Vodafone released a short video last year, titled 'The Rise of the Aggro-rithm'. It highlights the harmful algorithms targeting young boys. It's certainly worth a watch as well as learning about the terrifying statistics accompanying it:

<https://www.vodafone.co.uk/newscentre/press-release/ai-aggro-rithms/>

3 things to consider before giving your child a smartphone

Wayne Denner has published a blog discussing the three things that parents wished they had considered before giving their child a phone. You can read the article here:

<https://www.waynedenner.com/3-things-parents-wish-they-had-considered-before-giving-their-teen-a-smartphone/>



Who's Who?

Leadership Team

Miss Clements Headteacher

Mr England Deputy Headteacher & SENDCo

Ms Sweeney Head of Deaf Resource Base

Mrs O'Hanlon Forest School and Mental Health Lead

Mrs Carson School Business Manager

Teachers

Mrs Davies Nursery

Mrs England Reception

Mrs Nugent Year 1

Mr Houghton Year 2

Mrs O'Hanlon/Mrs Cartwright Year 3

Miss Kerr Year 4

Mr Hall Year 5

Miss Hunter Year 6

Mrs Woods DRB 1

Mrs Rigg DRB 2

Mrs Murphy Spanish & Interventions

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Term Dates and Events

12th—15th May	Year 6 SATS—end of KS2 tests
Monday 12th	Grammar, Punctuation & Spelling test
Tuesday 13th	Reading test
Wednesday 14th	Arithmetic and Maths Reasoning tests
Thursday 15th	Maths Reasoning test
Monday 19th May	Year 6 party
Wednesday 21st May	Toy Story: The Musical performances (daytime and evening)
26th-30th May	HALF TERM—school closed
Monday 2nd June	INSET DAY—school closed
23rd—27th June	Houses Week—lots of fun!
Friday 18th July	Term ends 1:30pm

Term dates (2024-25 & 2025-26) are available on the school website:

[School Term Dates and Inset Days – Knotty Ash Primary School](#)

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Family Activities & Support

The latest edition of the Liverpool Parenting Newsletter is here.

www.allabout-family.co.uk/liverpool

You will find new information about local support available for families and children in Liverpool, along with information regarding events and activities on offer running from March to May 2023.

We have also been sent information about Family Learning and Engagement Courses run by LCC Adult Learning Service. This can be found on our school website, link here:

<https://knotty-ash-primary-school.secure-primariesite.net/family-information-and-support/>

For families in receipt of benefits related free school meals, there are a variety of activities over the Summer break, all of which are free and include a meal:

<https://merseyplay.com/summer-haf-holiday-activities-food-2023/>

Locally, St John's Church offer a range of community groups and activities for families:

<https://www.stjohnsknottyash.org/our-community>

There's also a range of groups and activities available at Yew Tree Children's Centre for parents whose children are 0-5 years.

<https://liverpool.gov.uk/children-and-families/early-years-and-childcare/childrens-centres/yew-tree-childrens-centre/>

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JOIN OUR

FRIENDS OF BRIGHT PARK

VOLUNTEER COMMUNITY

Come and be a part of developing and maintaining the park and its programmes.

Get Involved With:

- Park Maintenance
- Educational Activities
- Event Organising
- Administration
- Holiday Clubs
- Fundraising



Come visit us at:

Bright Park,
81 Thomas Lane,
Knotty Ash, L14 5NS



REGISTER NOW



0151 903 9488



connect@brightpark.co.uk

Pack your child a **HEALTHY LUNCH BOX**

Choose a variety of foods from each food group



Fruit



Vegetables



Dairy



Wholegrains



Lean meat
& alternatives



A Healthy Lunch Box



MAKE WATER
YOUR DRINK



PACK ICE BRICKS
TO KEEP FOOD
COOL



USE A THERMOS
TO KEEP FOOD
WARM



Health

This resource was developed and designed by the Health Promotion Service, Western Sydney Local Health District, with contribution by South Eastern Sydney Local Health District and Western Downs Local Health District.

[60 kids' lunchbox recipes | BBC Good Food](#)

[School packed lunch inspiration | BBC Good Food](#)

[Healthy packed lunches - British Nutrition Foundation](#)

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It can be tricky deciding whether or not to keep your child off school or nursery when they're unwell.

There are government guidelines for schools and nurseries about [managing specific infectious diseases at GOV.UK](#). These say when children should be kept off school and when they shouldn't.

If you do keep your child at home, it's important to phone the school or nursery on the first day. Let them know that your child won't be in and give them the reason.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know.

Other illnesses Follow this advice for other illnesses:

Coughs and colds

It's fine to send your child to school with a minor [cough](#) or [common cold](#). But if they have a fever, keep them off school until the fever goes.

Encourage your child to throw away any used tissues and to wash their hands regularly.

High temperature

If your child has a [high temperature](#), keep them off school until it goes away.

Chickenpox

If your child has [chickenpox](#), keep them off school until all the spots have crusted over.

This is usually about 5 days after the spots first appeared.

Cold sores

There's no need to keep your child off school if they have a [cold sore](#).

Encourage them not to touch the blister or to share things like cups and towels.

Conjunctivitis

You don't need to keep your child away from school if they have [conjunctivitis](#).

Get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

COVID-19

If your child has mild symptoms, such as a runny nose, sore throat, or slight cough, and feels well enough, they can go to school. Your child should try to stay at home and avoid contact with other people if they have [symptoms of COVID-19](#) and they either:

- have a high temperature
- do not feel well enough to go to school or do their normal activities

Ear infection

If your child has an [ear infection](#) and a high temperature or severe earache, keep them off school until they're feeling better or their high temperature goes away.

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Hand, foot and mouth disease

If your child has hand, foot and mouth disease but seems well enough, there's no need to keep them off school. Encourage your child to throw away any used tissues straight away and to wash their hands regularly.

Head lice and nits

There's no need to keep your child off school if they have head lice but tie hair back. You can treat head lice and nits without seeing a GP.

Impetigo

If your child has impetigo, they'll need treatment from a GP, often with antibiotics. Keep them off school until all the sores have crusted over and healed, or for 48 hours after they start antibiotic treatment. Encourage your child to wash their hands regularly and not to share things like towels and cups.

Ringworm

If your child has ringworm, see your pharmacist unless it's on their scalp, in which case you should see a GP. It's fine for your child to go to school once they have started treatment.

Scarlet fever

If your child has scarlet fever, they'll need treatment with antibiotics from a GP. Otherwise they'll be infectious for 2 to 3 weeks. Your child can go back to school 24 hours after starting antibiotics.

Slapped cheek syndrome (fifth disease)

You don't need to keep your child off school if they have slapped cheek syndrome because, once the rash appears, they're no longer infectious. But let the school or teacher know if you think your child has slapped cheek syndrome.

Sore throat

You can still send your child to school if they have a sore throat. But if they also have a high temperature, they should stay at home until it goes away. A sore throat and a high temperature can be symptoms of tonsillitis.

Threadworms

You don't need to keep your child off school if they have threadworms. Speak to your pharmacist, who can recommend a treatment.

Vomiting and diarrhoea

Children with diarrhoea or vomiting should stay away from school until they have not been sick or had diarrhoea for at least 2 days (48 hours).



<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

Loving Learning Together