HOPTON

NEWSLETTER

UPDATE FROM THE HEAD OF SCHOOL

The days are getting colder, but we are busy having lots of fun in school. Our value for this term is **friendship** and we have loved seeing the children be kind to others. Outside at lunch time has been such a lovely thing to observe and children are working together so nicely making dens, playing ball games and playing on the new swing on our slack line. The school is feeling very calm and I am proud of everyone here at Hopton. The children are achieving such fabulous things. It has been great to share all of your children's achievements at parents evening this week so thank you for your attendance. We know that working together is the best way to support all of the children at school.



Many of you may have seen or spoken to Mrs Eade in the office. We welcome her to the team. Mrs Eade will be working each morning in the office.

We have enjoyed our mini first aid sessions last week and the children practiced how to save lives and keep ourselves safe. These are great skills for the future for the children. Thank you as well for your donations for the chocolate tombola - this is greatly appreciated. The children also represented the school brilliantly for Remembrance at Church. Thanks to all that joined us.



In school, some of you may be aware that we have a courageous advovate group. Courageous advocacy is the act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard. Speaking out, at whatever level this takes place, requires an element (and sometimes a great deal) of courage! As a Church of England school, we want to champion our pupils to be agents for change in the world far beyond their time with us! We would love to see what the children have achieved outside of school. Please do come to the school office to tell us all the fantastic things they have achieved. Perhaps they have won an award, competed in a competition or done something in the community. We would love to celebrate this in school.



Mrs Whiting - Head of School





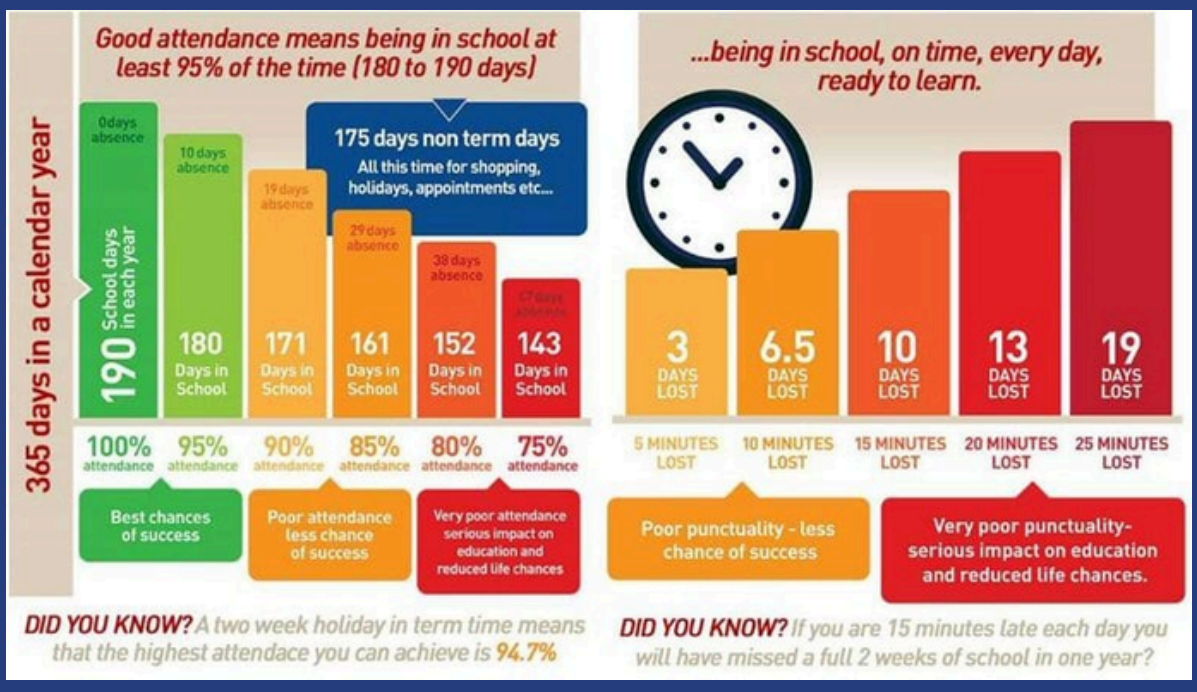


CLASS UPDATES

In Willow class, in Drawing Club, we have been exploring The Rabbit, the Dark and the Biscuit Tin and Rapunzel, using these texts to inspire our writing. In Science, we are continuing to learn about materials and their properties. After reading The Smartest Giant in Town, the children designed a new item of clothing for an animal. They carefully considered the properties of their chosen materials and explained why the clothing would be suitable. In RE, we have begun learning about the Christmas Story. The children were very excited to receive their parts for our upcoming performance! In Computing, the children used small-world resources to create their own stories. They then drew each stage in sequence before taking photographs to bring their stories to life. In dance the children enjoyed using scarves and creating dance sequences to represent fireworks!

The first two weeks of the new half-term have been very busy and productive for the children of Oak Class. We have started a new DT topic, to build a Roman fort, and have been investigating ways to make paper structures. We worked together to build a structure as tall as we could from two sheets of paper, and then considered ways to make it more stable.
In science we used all our senses to try to work out what was inside a ball of newspaper, as an introduction to our 'States of matter' topic. The ball of newspaper was very cold and heavy and when we eventually unwrapped it we found a balloon filled with ice! Nobody saw that coming!

It has been a busy and focused start to the term in Ash Class! In English, we have started reading Wonder by R. J. Palacio, exploring its powerful themes of kindness and friendship through the story of a boy with a facial disfigurement attending school for the first time. Meanwhile, our learning spans decimal fractions in Maths, electricity and circuits in Science, and comparing regions in the UK, Europe, and North America in History. The children are also learning to order from a café in French and tackling fitness circuit training in PE. Finally, we are working hard on resetting behavior expectations by launching our "Secret Student" initiative today; we are treating each day as a fresh start, looking out for great choices, and celebrating as a class when our secret student has a successful day!



There are still spaces available for all clubs. Please do email the office if you would like to book!

AFTER SCHOOL CLUBS - AUTUMN 2

TUESDAY

3:20-4:20 Gymnastics

WEDNESDAY

3:15-4:15 SPLAT

4:20-5:20 Nerf Combat

THURSDAY

3:20 - 4:20 - Dodgeball

MONDAY 16TH NOVEMBER	ODD SOCKS DAY FOR ANTI BULLYING WEEK
TUESDAY 24TH NOVEMBER	CHRISTINGLE AT THE CHURCH 9:00
WEDNESDAY 25TH NOVEMBER	ART DAY DURING LESSON TIME
WEDNESDAY 2ND DECEMBER	WHOLE SCHOOL TRIP TO THE PANTOMIME - 10AM START
THURSDAY 3RD DECEMBER	9:30 RECEPTION OPEN DAY FOR NEW PROSPECTIVE PARENTS
WEDNESDAY 9TH DECEMBER	SECRET SANTA
THURSDAY 10TH DECEMBER	CHRISTMAS JUMPER DAY AND CHRISTMAS DINNER
MONDAY 14TH DECEMBER	GOVERNORS AWARDS 8:45 - INVITATION ONLY.
TUESDAY 15TH DECEMBER	CHRISTMAS NATIVITY SERVICE IN THE CHURCH - 9:00
FRIDAY 18TH DECEMBER	LAST DAY OF TERM
MONDAY 21ST DECEMBER TO FRIDAY 1ST JANUARY	XMAS HOLIDAYS
MONDAY 4TH JANUARY	INSET DAY - NO CHILDREN IN SCHOOL

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. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about

ADVERTISEMENTS AIMED AT CHILDREN

WHAT ARE THE RISKS?

Children are particularly vulnerable to the persuasive effects of advertising because of their still-developing critical thinking and impulse control skills. Children are regularly and passively exposed to advertising online, whether through influencers, paid advertisements, or sponsored content. Although 92% of 12–17-year-olds felt confident recognising online advertising, only 37% correctly identified sponsored adverts in search results.

INFLUENCER MARKETING

Influencers are an increasingly prominent part of children's online experiences, with four in ten 3–17 year olds who watch online videos reporting that they watch influencer content as entertainment. Influencers can appear credible, relatable, trustworthy and aspirational. Although seven in ten 12–17 year olds recognised a paid partnership, some believed products were promoted because influencers liked or thought they were 'cool'.

PARENTAL PRESSURE TO PURCHASE

Children's exposure to online advertising can pressure parents to buy products they see advertised. When told no, children may feel upset, treated unfairly or left out when comparing themselves with peers. With children potentially seeing up to 40,000 adverts a year, parents cannot meet every request. This can lead to arguments and put strain on family relationships.

UNREALISTIC EXPECTATIONS

Advertising often focuses on the positive effects of a product, which can create unrealistic expectations among young people. Children may be particularly susceptible to these claims when they do not recognise the persuasive intent behind them. They may be more likely to believe that a cream will 'transform' their skin, clothing will help them fit in, or protein powders will quickly build muscle. Repeated exposure to adverts such as beauty content can normalise unrealistic expectations and create material dissatisfaction or body image concerns.

HARMFUL ADVERTISING

Children can encounter online advertising through games, videos, social media and links, meaning they may see content that is inappropriate for their age. This can include products or messages that influence attitudes towards body image, health or behaviours such as gambling. Repeated exposure to beauty content can normalise adult-oriented beauty routines and psychological pressure.

UNINTENDED PURCHASES

Online advertising can encourage young people to make purchases. Ofcom found that 58% of 8–17 year olds had spent money online, with 27% saying adverts encouraged them to spend and 22% influenced by influencer content. Despite this, a third of the children regretted an in-game purchase, while almost half said they were unclear about what they were buying. This can lead to children spending more than intended or making purchases without fully understanding the cost or product, adding pressure on parents to spend.

LACK OF ADVERTISING TRANSPARENCY

Advertising is not always obvious to children, particularly when influencers promote brands, products or services without clearly stating that it is an advert, or when advertising is embedded within entertaining content and uses positive language. Children may not realise that the adverts are promoting something, making the recommendation seem more trustworthy and more influential.

Advice for Parents & Educators

TEACH CHILDREN HOW TO SPOT ADS

Help children to recognise when content is trying to sell them something. Teach them to look for signs such as '#ad', 'sponsored', 'paid partnership' as well as promo codes or product links attached. Explain to your child that these adverts can be embedded within videos, social media posts, games or influencer posts and are not always obvious to identify. Helping children recognise these advertisements can make them less likely to be influenced by them.

ENSURE PAYMENT DETAILS ARE LOCKED DOWN

Avoid saving your bank card details on children's devices, games or apps wherever possible. This can help reduce the risk of children making accidental or impulsive purchases following seeing an advert. Check the purchasing settings on games and social media accounts and use parental controls or purchase approval settings where possible. Talk to your child about the importance of asking before making a purchase online.

DEVELOP CRITICAL THINKING SKILLS

It is important to encourage children to question what they see online rather than automatically believing it. Encourage them to stop and think before clicking. Have them ask themselves, 'Why am I seeing this?' and 'What are they trying to get me to want/buy?'. Remind them that adverts and influencers only highlight the positive aspects of a product. By developing these skills, children will begin to recognise, question, and respond to manipulative marketing practices.

ENCOURAGE OPEN COMMUNICATION

While it is important to set age restrictions on games and social media, inappropriate adverts can still slip through. Talk regularly with your child about adverts or influencer content they see online. Open communication makes it easier for your child to come to you if they have any questions about products or inappropriate content. It also helps you understand what your child is being exposed to online and where they may need support.

Meet Our Expert

Dr. Claire Sutherland is an education consultant and digital safety expert, with a background in primary teaching. She combines her PhD research in cyberbullying with hands-on experience, delivering impactful digital wellbeing workshops and policies for schools across Australia and now in the UK.



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