

PUPIL POST



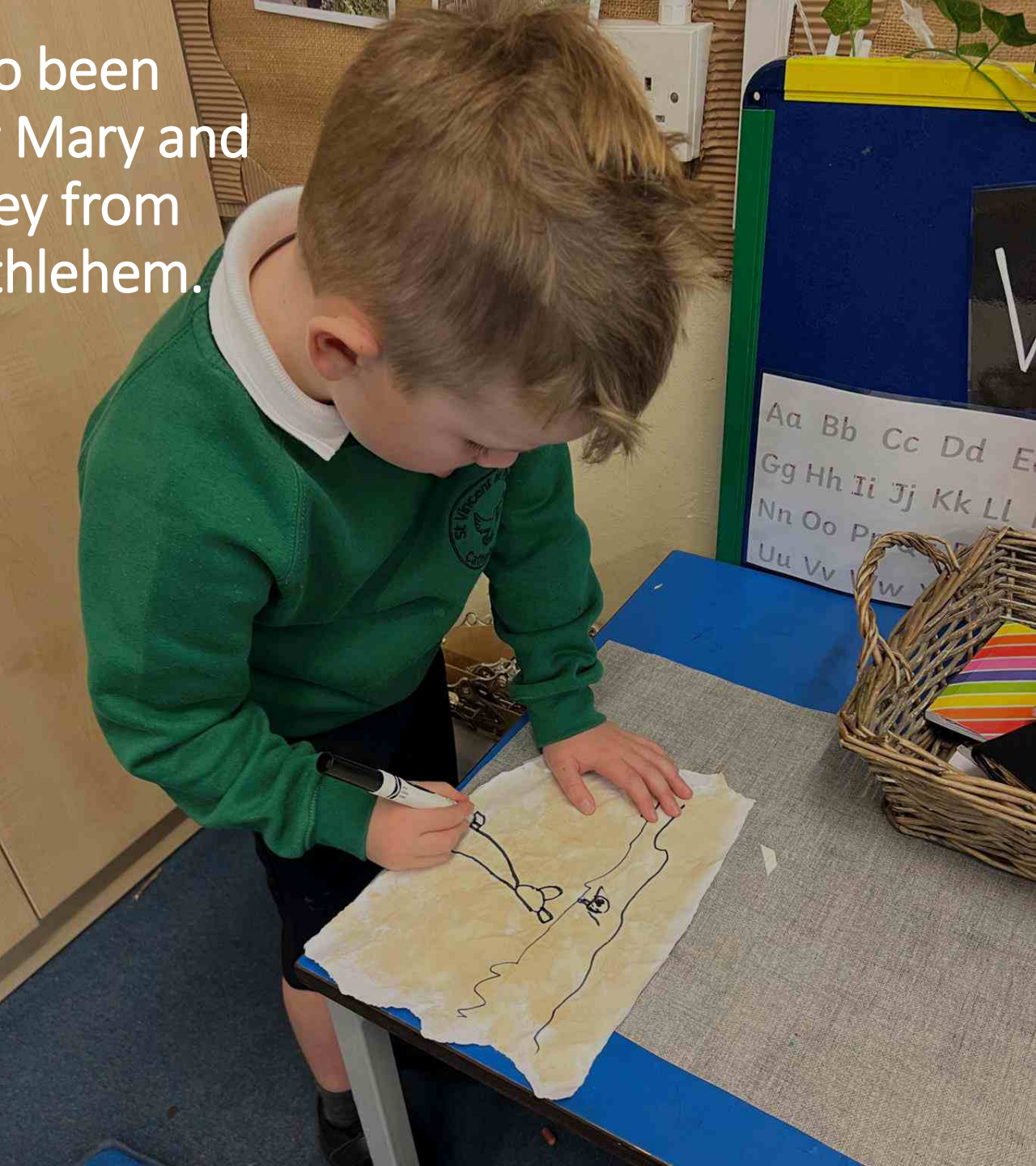
CHRIST THE KING
23rd November 2025

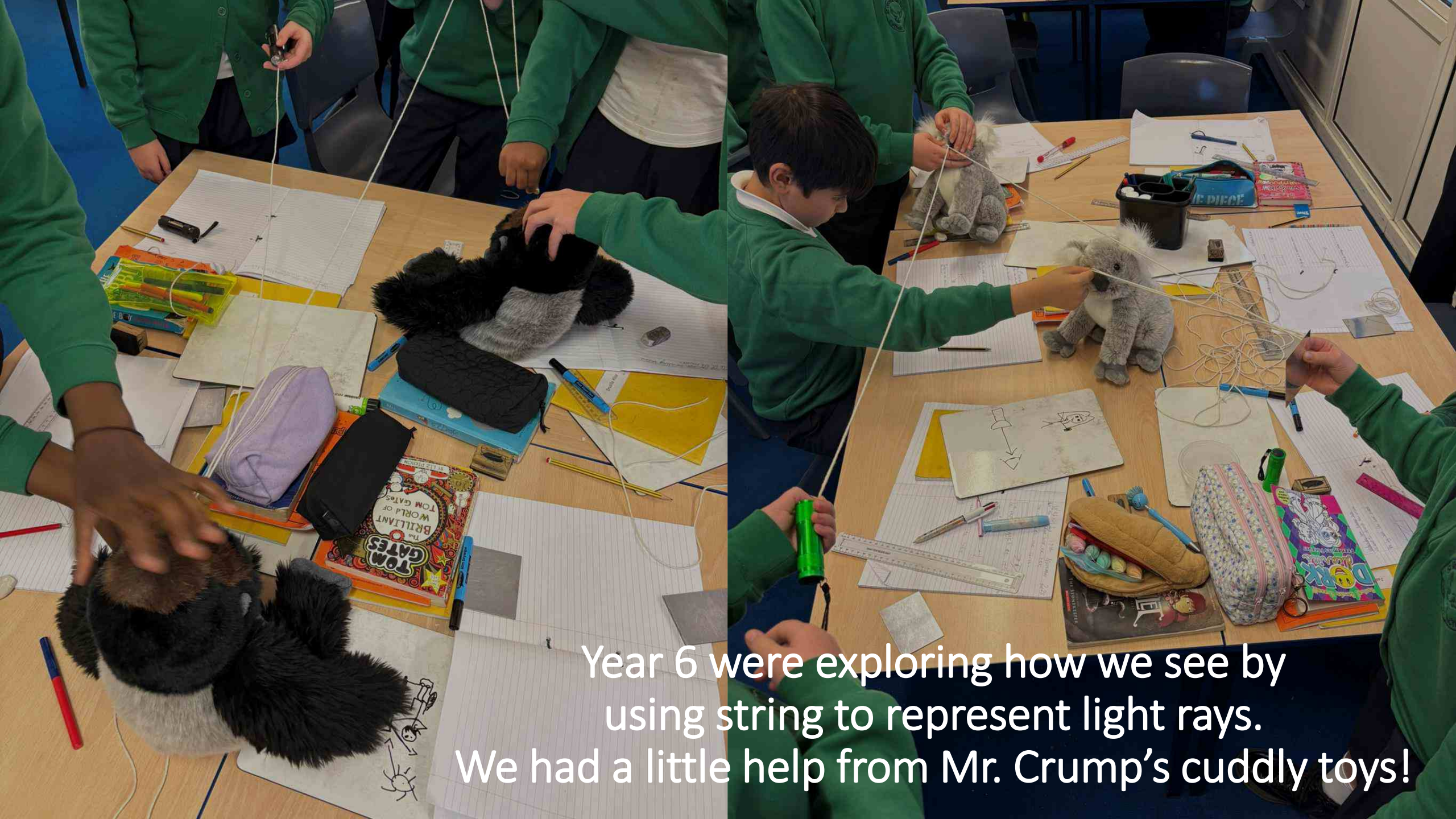




Reception classes have been busy making a manger for our nativity scene.

They have also been
drawing maps for Mary and
Joseph's journey from
Nazareth to Bethlehem.





Year 6 were exploring how we see by using string to represent light rays. We had a little help from Mr. Crump's cuddly toys!

Y5 Agnesi enjoyed a workshop last week on antibullying week and have made posters to promote antibullying.



Wednesday =
Snow in
Stevenage
= snowman
building before
school !





Reception children
continue to amaze us
with their creative
designs using
recycled materials.

In Science this week
Year One explored
different materials and
tested their
absorbency.
Lots of concentration
needed!



Year One
science. We
explored the
absorbency of
different
materials. 😊



The children in Reception have had great fun in the outdoor area despite the cold weather.



PIC•COLLAGE

Floating and
sinking,
number fishing,
pirate ships,
maps
and so
much more.



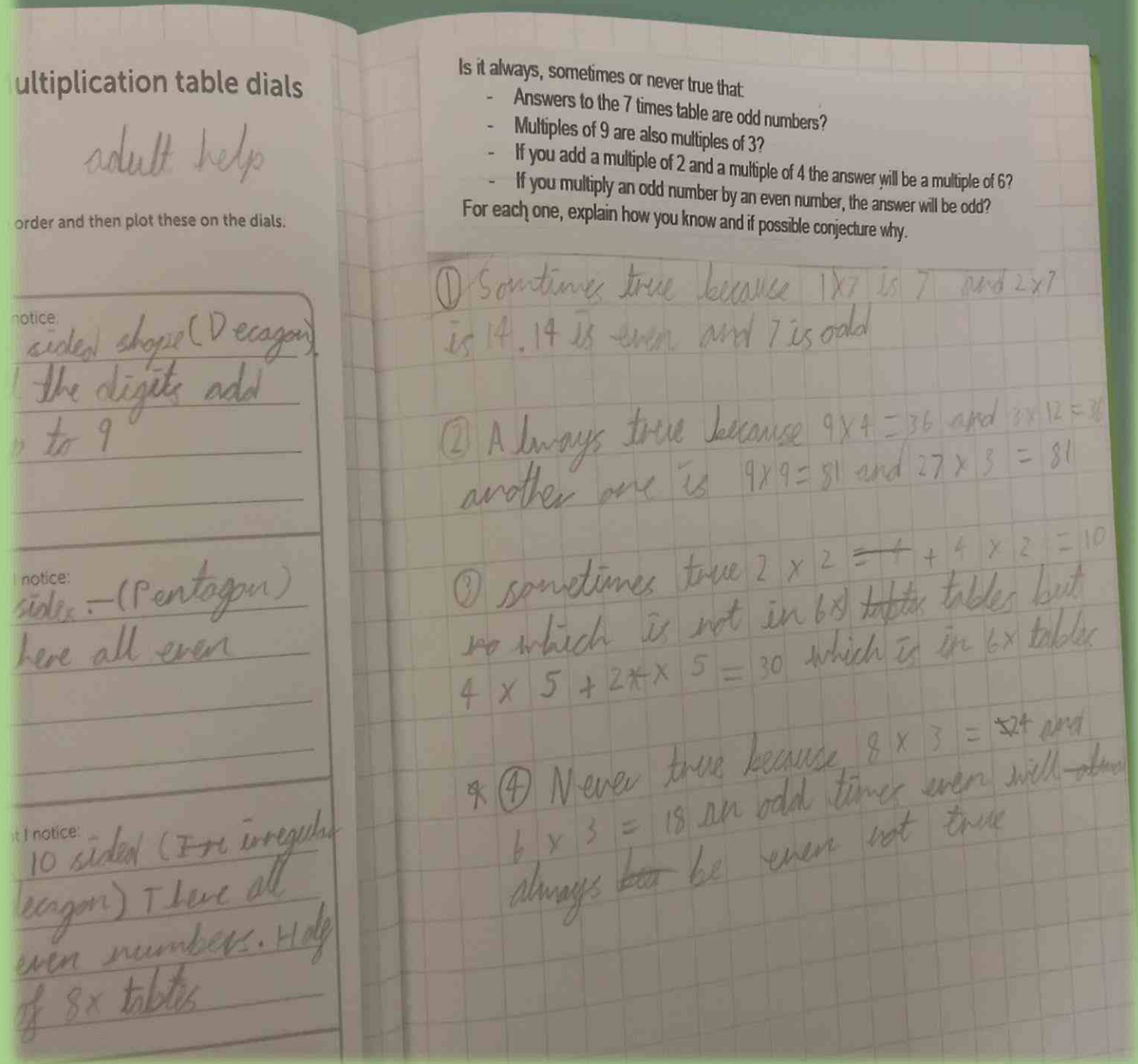
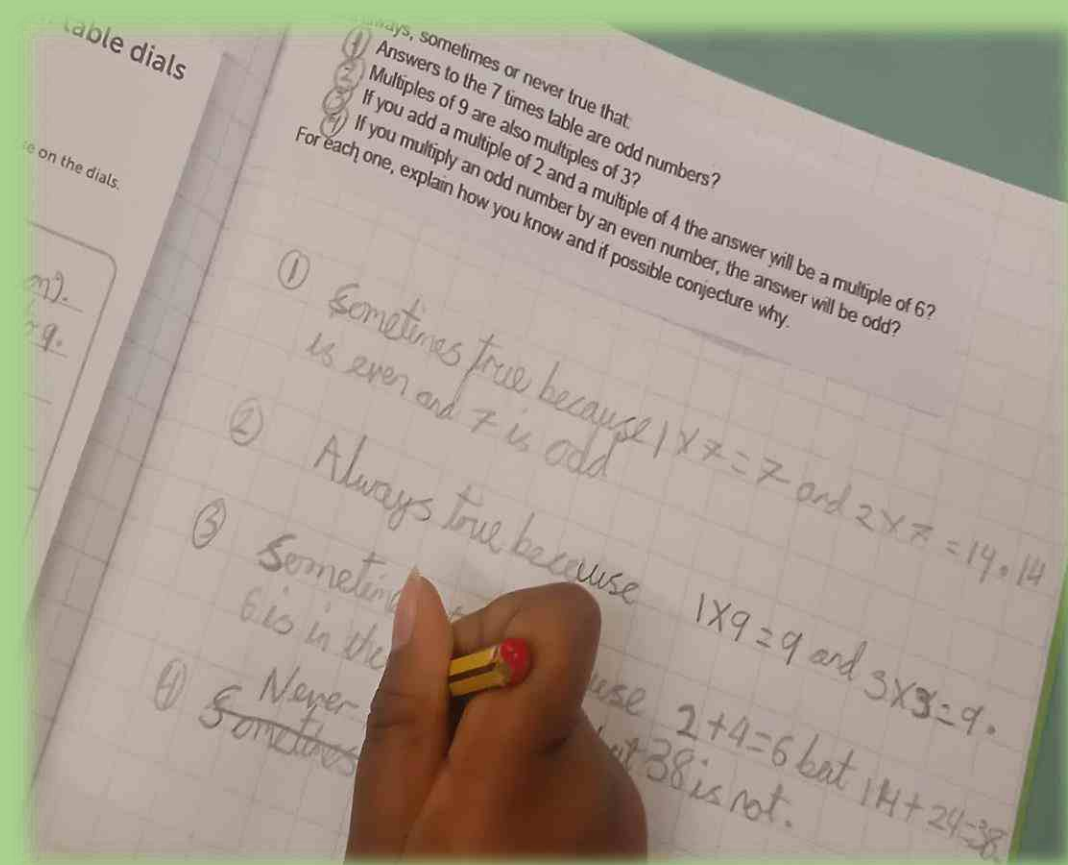
Nursery
have been
learning
to make
simple
patterns.



Year 3 pupils have been designing and making seasonal, savoury tarts in Design and Technology. It all looked delicious!



In Maths Year 4 were working out which statements were always true, sometimes true and never true when working with multiplication tables.





Our Year 5 coaching our younger children.



Well
done
everyone

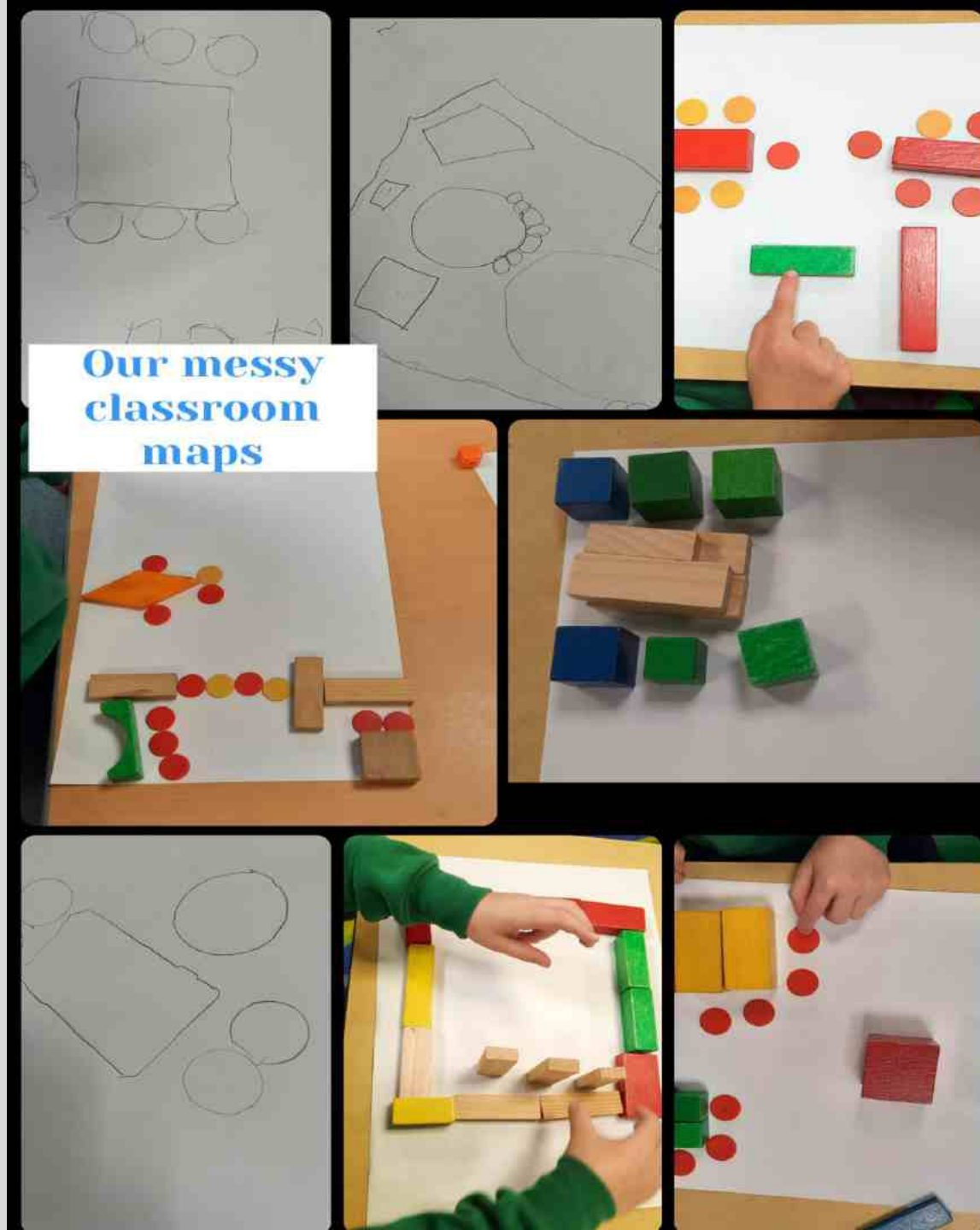
Reception Mozart are
doing so well with their
SUBITISING SKILLS
and enjoyed working
in pairs in their
dice games.



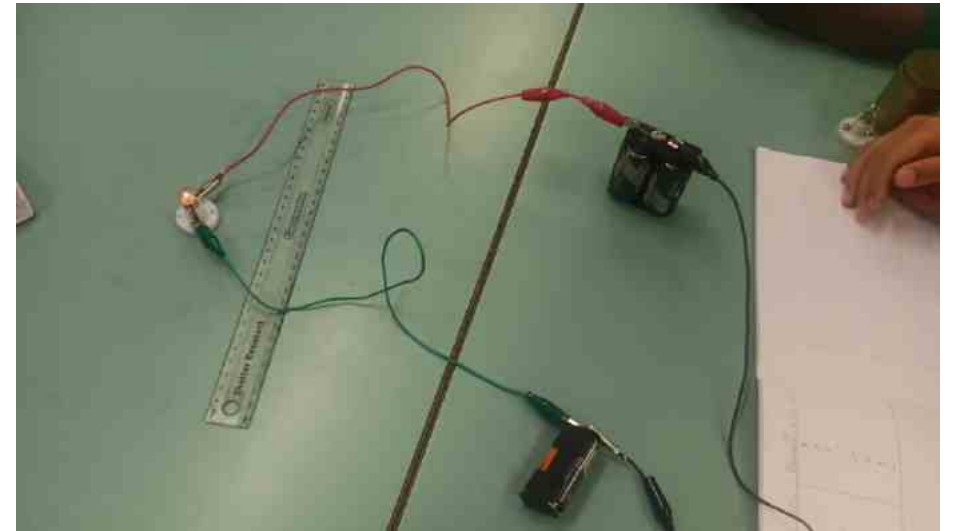
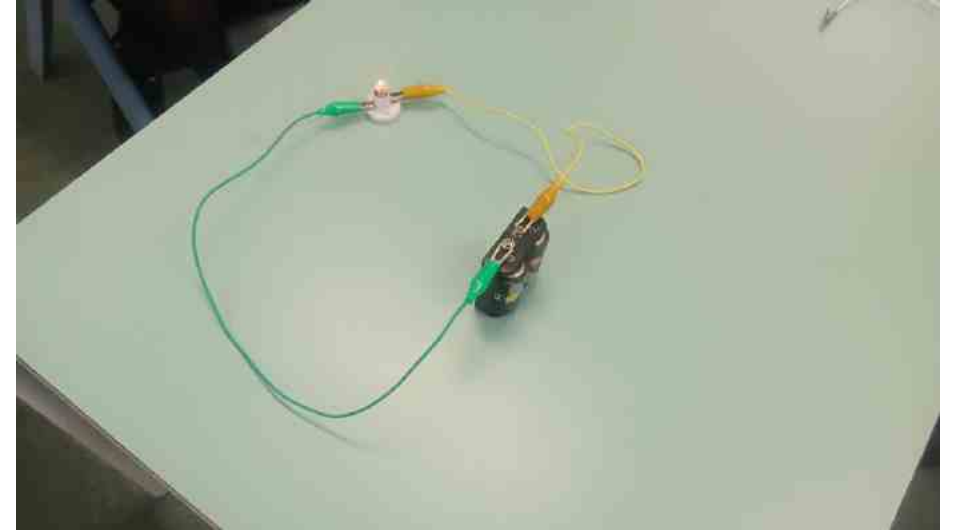
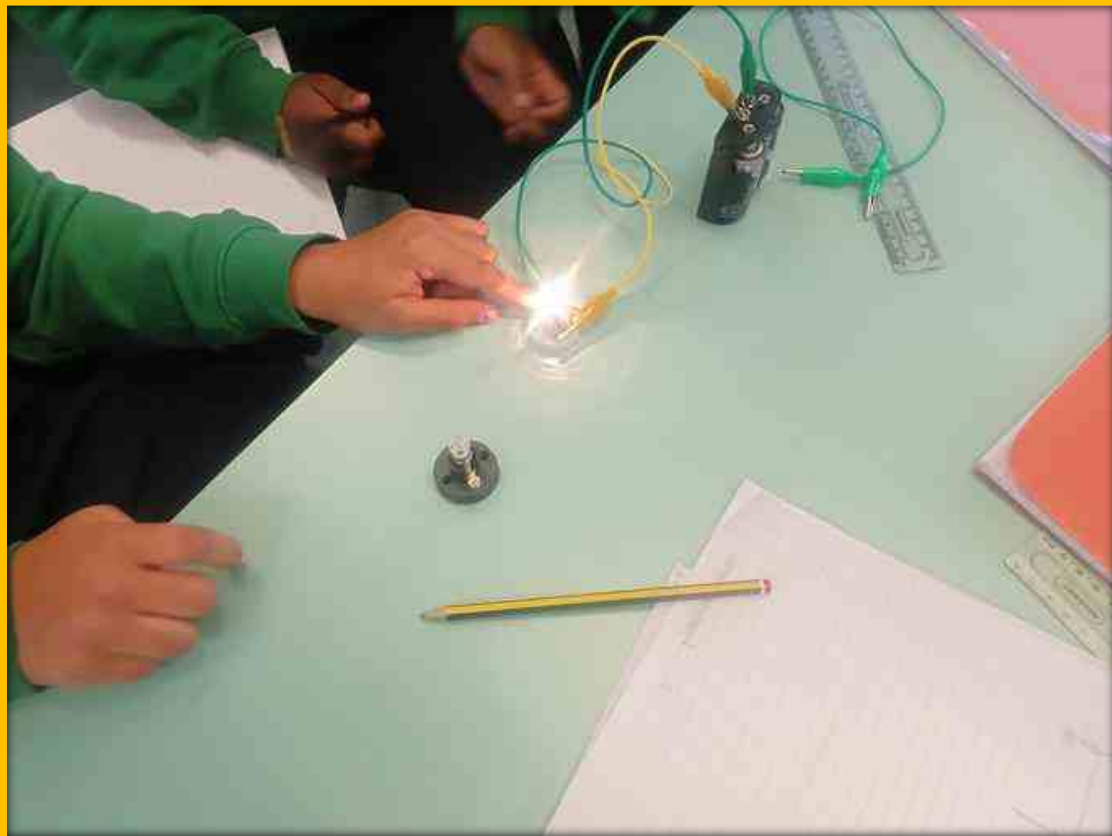
This week Year One
had fun in Geography.

We've been looking at
different maps including
aerial photos of our school.

We then created 'messy'
maps of our classroom using
shapes and outline drawings.



Year 4 were building and testing circuits in Science.



The Reception children have been working hard on their phonics this week.

They've learned three new sounds, and our tricky words are coming thick and fast!

We'll be sending these home soon so you can help reinforce them.



Watch here:

<https://x.com/i/status/1991920558901240111>

Tracking devices were designed to help people find lost belongings, but they've also opened the door to worrying forms of misuse.

[#WakeUpWednesday](https://www.wakeupwednesday.com/)

explores how they can be misused for stalking, bullying and invading privacy.

Download here >

<https://vist.ly/4f4v4>

For further guides, hints and tips, please visit [nationalcollege.com](https://www.wakeupwednesday.com).

What Parents & Educators Need to Know about TRACKING DEVICES

Bluetooth tracking devices like Apple's AirTag and Samsung's SmartTags have exploded in popularity, with millions sold each year. These small tools help people locate their lost items, but their discreet design has also made them attractive for more sinister purposes. From stalking to bullying, tracking devices present unique risks that trusted adults need to understand and address.

WHAT ARE THE RISKS?

STALKING AND HARASSMENT

Because of their tiny size and unassuming appearance, tracking devices can easily be hidden in bags or clothing. They've been used to monitor individuals without their knowledge, with a lawsuit in the US labelling AirTags "the weapon of choice of stalkers and abusers". In the UK, use of tracking devices in coercive control and stalking cases reportedly rose by 317 percent between 2018 and 2023.

INVASION OF PRIVACY

These devices are designed to share location data with the user via other people's phones, which can unintentionally broadcast someone's movements without their consent. This makes them vulnerable to being monitored by strangers without realising.

TOOLS FOR BULLYING

Tracking devices could allow bullies to follow or locate their targets even outside of school. This makes it difficult for children to find refuge, potentially extending the trauma of bullying into spaces – like home – that should feel safe and secure.

FALSE ACCUSATIONS

Because tracking devices are linked to user accounts, they could be misused to 'prove' ownership of someone else's possessions. Someone could, for example, plant a tracker on another person's belongings to falsely claim them as their own.

DIFFICULT TO DETECT

Many tracking devices are designed to be discreet, but that also means they're easy to hide. Without proactively checking or the right tech to detect them, children and young people might not realise they're being tracked.

Advice for Parents & Educators

WATCH FOR WARNING SIGNS

If a child's peers always seem to know their location – whether in person or tracked at online – it could be worth checking for tracking devices. Some, like AirTags, will eventually make a noise if separated from their owner. Listen out for a chirping sound.

USE DETECTION APPS

Apple devices running iOS 14.5 or later will notify users of unknown AirTags nearby. Android users can install Apple's 'Tracker Detect' or the third-party app 'AirGuard' to scan for tracking devices from various manufacturers.

CHECK LIKELY HIDING SPOTS

Common places where trackers may be planted include jacket linings, bag seams, pockets, or under bike seats. If you find one, take a photo of the serial number before disposing of it – this could help police trace the account it's linked to.

HAVE THE CONVERSATION

Talk to your child about what tracking devices are, what signs to look out for, and how they might be misused. Emphasise the legal consequences of using them to prank, harass, or monitor someone.

Meet Our Expert

Alan Martin is a seasoned technology journalist with bylines in Wired, TechRadar, The Guardian, The Evening Standard, The Telegraph, and The New Statesman. He specialises in consumer tech, online safety, and emerging risks in the digital landscape.

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Can you spot a fake video online?

This [#WakeUpWednesday](#) guide explains the dangers of deepfakes and shares practical tips to help young people stay safe.

Download your FREE copy here >> <https://vist.ly/4dxxk>

What Parents & Educators Need to Know about **AI-GENERATED VIDEOS**

WHAT ARE THE RISKS?

AI-generated videos are increasingly difficult to spot and easy to share. From fake news clips to deepfake abuse, children and young people face new risks every day online. These videos can imitate real people, spread false narratives or even generate harmful content from scratch. Understanding these dangers is crucial for schools and families who want to protect children in a fast-evolving digital world.

DEEPFAKE ABUSE CONTENT

Shockingly, artificial intelligence is now being exploited to create child sexual abuse material (CSAM). These synthetic images and videos are a form of digital abuse, often generated by manipulating real children's photos, including ones shared innocently online. Worryingly, the Internet Watch Foundation (IWF) has identified a sharp rise in this disturbing trend. Whether real or AI-generated, this content causes lasting trauma – and its creation or possession remains a criminal offence under UK law.

BLURRED REALITY

Regular exposure to fake content can erode a child's trust in real-world evidence. If everything can be faked, they may begin to question genuine videos – including actual abuse or injustice. This is known as the 'liar's dividend', where real harm is dismissed as fake news. It can discourage victims from coming forward or speaking up.

USED FOR BULLYING

Deepfake technology is already being used by peers to create embarrassing or explicit clips of classmates. These videos can be edited to appear as though a child said or did something they never did. Once shared, they are almost impossible to delete completely. AI-generated bullying adds a new layer of harm that is deeply personal and difficult to prove.

EMOTIONAL MANIPULATION

AI-generated videos can be used to provoke strong emotions, including fear, anger or guilt. False footage of crying children, injured animals or burning buildings may be created purely for clicks, donations or political influence. Children may feel upset or powerless, unaware that what they are watching has been digitally invented to manipulate their reaction.

DISINFORMATION

AI-generated videos can spread fake news, making it harder for children to separate fact from fiction. False clips may include deepfake interviews, hoax disasters or fabricated health claims. AI is already being used to produce misleading or persuasive material that appears authentic. If they don't develop media literacy, children may accept false content as truth.

IMPERSONATION AND SCAMS

With just a few photos or voice clips, AI tools can imitate someone's appearance or speech. This makes it easier for scammers or bullies to create fake videos of children, teachers or celebrities. These impersonations can be used for fraud, harassment or humiliation – and can spread quickly through social media or group chats, due to the viral potential of video, in particular, on social media.

Advice for Parents & Educators

TEACH HOW IT WORKS

Explain to children that videos can be faked – and show them how. Demonstrating side-by-side examples of real vs AI-generated clips helps to build awareness. Discuss how faces, voices and even movements can be copied by machines. Understanding the technology reduces fear and builds confidence in navigating digital content safely.

TALK ABOUT TRUST

Always keep lines of communication open. If a child sees something upsetting or unbelievable, they should feel safe discussing it without judgement. Create an environment where they know they will not get in trouble for asking questions. This also helps you step in quickly if harmful content has been shared; trust is vital and needs to be nurtured.

ENCOURAGE CRITICAL QUESTIONS

Help children question what they watch. Who made this? Why was it made?

STRENGTHEN PRIVACY SETTINGS

Advise children not to share voice notes, selfies or personal videos on



"Trust the past to the mercy of God, the present to His love and the future to His providence." St Augustine of Hippo



The people stayed there before the cross watching Jesus. As for the leaders, they jeered at him. "He saved others," they said, "let him save himself if he is the Christ of God, the Chosen One." The soldiers mocked him too, and when they approached to offer him vinegar they said, "If you are the King of the Jews, save yourself." Above him there was an inscription: 'This is the King of the Jews.' One of the criminals hanging there abused him. "Are you not the Christ?" he said. "Save yourself and us as well." But the other spoke up and rebuked him. "Have you no fear of God at all?" he said. "You received the same sentence as he did, but in our case we deserved it: we are paying for what we did. But this man has done nothing wrong. Jesus," he said, "remember me when you come into your kingdom." "Indeed, I promise you," Jesus replied, "today you will be with me in paradise."

*Adapted from Luke 23:35-43
The Feast of Christ the King*

MERCY

"Do not doubt, do not hesitate, never despair of the mercy of God."

St Isidore of Seville

Dear Lord Jesus, please help us to grow in the virtue of **mercy** – to be open to receiving your **mercy** and showing mercy to others. Amen.