



23rd January 2026

# St Chad's Catholic Primary School Weekly Newsletter

Dear Parents,

January seems to be flying by now that we have got past Blue Monday! I am pleased to share that the start of the year is proving to be very positive.

We welcomed a visit from the Croydon maths adviser on Tuesday, during which the quality of maths teaching and learning across the school was reviewed. It was impressive to see the children so focused, using maths apparatus effectively to support their understanding and to progress their learning. Well done to all the children and staff for their positive approach to the teaching and learning of maths.

Let's hope all that excellent maths work supports our team at the Catholic Schools Maths Quiz on Wednesday 28th January.

Wishing you all a lovely weekend.

In Christ, Mrs T Lawlor

## Yr4 Modern Hall

Year 4 had a fantastic trip to Morden Hall Park, where they explored the River Wandle habitat and investigated the different invertebrates living there. The children loved taking part in river dipping, carefully identifying the creatures they found and showing great curiosity and teamwork throughout the day. They thoroughly enjoyed this hands-on experience in nature. It was truly a day to remember, and we are extremely proud of their excellent behaviour and enthusiasm during the trip.



# African Necklaces



In Reception we are learning all about Africa. This week we have enjoyed trying to recreate the bead necklaces that are worn by some people. We were really impressed with the children's perseverance and concentration. They have created such beautiful patterns. We have some future artists!  
Miss Del Busto and Miss Roberts



## Nursery News

Nursery have been out and about as part of our Transport topic. We looked at car registration plates in the car park which we recreated in class using stamps and stencils. We walked to the top of the road to complete a traffic survey and discovered how busy Selhurst road is as we counted the transport as it went by!



# Yr6 Living Our Faith Through Service

Year 6 continued to put Catholic Social Teaching into action in their second week of making sandwiches for people experiencing homelessness in Croydon. The children took great care to ensure each sandwich was prepared thoughtfully and that the packaging shared messages of kindness and hope for those who would receive them. Through this work, the pupils showed solidarity with those in need and reflected on the importance of justice and fairness in our society. This was a wonderful example of living out our faith in action and working in partnership with the *Nightwatch* charity to support members of our local community.



12/01/2026 - 16/01/2026		
Registration Group	Attendance %	Punctuality (lates) %
St Mary Nur	97.6	1.2
St Peter Rec	98.9	1.1
St Ann Rec	93.8	0
St Elizabeth	95.5	1.7
St Luke	100	0
St John Paul	92.6	2.8
St Martha	93.8	3.1
St John Bosco	93.3	1.3
St Martin	99.5	3
St Catherine	95.5	1.7
St Andrew Y5	91.8	1.3
St James Y5	94	1.4
St Therese Y6	98.9	0.6
St Brigid Y6	98.9	0
Totals	95.8	1.4

Regular attendance at school is vital so that children can progress in their learning and friendships. If your child is unwell, please leave a message on the answer phone or email the office by **8am**. The office staff check registers and must follow up on any unexplained absences by 9.15am, so your cooperation with this is appreciated.

Routine medical and dental appointments should be scheduled for outside school time. Holidays in school time cannot be authorised.

*Well done to St Luke in the infants and St Martin in the Juniors.*



# CONGRATULATIONS!

## Headteacher's Award



St Luke	Liam, Ryan
St Elizabeth	Jake, Alex
St Martha	Naella, Olamaria
St John Paul II	Ade, Melody
St John Bosco	Kaima, Ava-Rose
St Martin	Aaron, Michael
St Catherine	Hannah, Ife
St James	Danielle, Leila
St Andrew	Christian, Joshua L
St Brigid	Isabelle, Jayden
St Therese	Benjamin, Erica

## Gospel Value



St Luke	Taleia, Weslynn, Shammah
St Elizabeth	Barbara, Kamsi, Raie
St Martha	Isla, Lorenzo, Marcel
St John Paul II	Natalia, Denzel, Sophia
St John Bosco	Fabiola, Ryeden, Junior
St Martin	Paul, Divine, Aaron
St Catherine	Nogan, Mathilda, Aleksis
St James	Carter J, Maria, Danielle
St Andrew	Anthonia, Joshua E, Noah
St Brigid	Liesel, Shalom, Serena
St Therese	Abel, Gabriella, Melvin

## Next two weeks at St Chad's

Monday 26th January	
Tuesday 27th January	
Wednesday 28th January	Maths Quiz –Yr6 at St Thomas Becket
Thursday 29th January	TFL Visit for Yr6
Friday 30th January	
Monday 2nd February	
Tuesday 3rd February	National Story Telling Day Yr6 Sandwiches for Nightwatch Charity
Wednesday 4th February	
Thursday 5th February	
Friday 6th February	DEAR 8:35-9:15 EYFS & KS1 CAFOD speaker KS2

### Advance Notice: Parents' Evenings

We would like to give advance notice that Parents' Evening for EYFS and KS1 will be held on Monday 9th and Wednesday 11th February, and for KS2 on Tuesday 10th and Thursday 12th February. Exact times will be shared closer to the dates.

# St Chad's Wrap Around Provision



**Hope's Haven**  
St Chad's Catholic Primary School  
Breakfast & After-School Club

**Breakfast Club**  
Open from 7:30am - £6 per session

**After-School Club**  
Open Until 6:00pm - £12.50 per session

Discount for Full Wraparound Care  
(Breakfast & After-School)  
£16 per day

10% Discounts for Siblings

**Club Manager**  
Stephanie Odewale

**Starting**  
2nd September 2025

To make a booking for your child  
please email Mrs Odewale at  
[wac@stchadsprimaryschool.com](mailto:wac@stchadsprimaryschool.com)

Our **Wraparound Care** offers a safe, welcoming space where children can thrive before and after school. With high-quality, caring staff, delicious fresh food, and a wide range of stimulating activities, we make sure every child is happy, well looked after, and engaged. Safeguarding is at the heart of everything we do, giving parents complete peace of mind. Whether it's enjoying a healthy snack, getting creative, or having fun with friends, your child will love their time with

us.



# What Parents & Educators Need to Know about

# ROBLOX

## WHAT ARE THE RISKS?

Roblox is an online platform where users can play and create games known as 'experiences' made by other users. Roblox has a large UK audience. ITV News has reported that millions of people in Britain use the platform regularly, with children forming a significant proportion of its users. The sheer scale of it makes it extremely difficult to moderate effectively, creating risks for unsupervised children.

## A PLATFORM RATHER THAN A GAME

Roblox differs from traditional video games in that it hosts millions of user-created experiences rather than a fixed set of developer-produced content. Each experience is self-rated by its creator rather than independently age-rated in advance, as is the case with PEGI-rated games. With millions of user-created experiences, moderation is largely automated which means that inappropriate content may reach younger players and have a harmful effect.

## MATURE CONTENT

With much of Roblox's moderation automated through AI and creators self-certifying suitability, inappropriate content frequently appears on the platform. Some experiences may include content intended for older players. While Roblox has tools to restrict access based on age settings, these systems are not always perfect. Younger players are likely to encounter content you may deem unsuitable.

## IN-GAME SPENDING

Roblox is free to play, but many experiences and cosmetics include optional purchases using Robux, the platform's virtual currency, to get advantages in games. This business model is common across online games, but reporting has highlighted cases where children have spent large amounts of money unintentionally or without understanding the real-world cost.

## RISK OF ADDICTION

Roblox encourages repeated and extended play. Many experiences are made of short tasks, rewards, and progression systems that can prompt users to keep playing for longer periods of time. Some games also use reminders, daily rewards, or timed events to encourage frequent logins. These designs can make it difficult to stop playing. Spending long periods online may affect sleep, schoolwork, or other activities if boundaries are not in place.

## COMMUNICATION WITH OTHER USERS

Roblox includes text and voice features that allow players to chat in shared game spaces. While the platform uses automated filters and moderation tools, media investigations have found that inappropriate and potentially harmful messages can still get through. There are risks that children could be targeted by groomers. In response, Roblox has announced changes to how that works. The platform plans to use facial age-estimation technology to restrict chat access between adults and children they do not know.

## Advice for Parents & Educators

### USE PARENTAL CONTROLS

Roblox's parental controls provide an important starting point. Linking a child's account to an adult account allows parents to apply spending controls, limit communication features, and review recent activity. Regular supervision, use of parental controls, and conversations with children about what they see online can help reduce the risk of exposure to inappropriate content.

### PLAY TOGETHER WHERE POSSIBLE

Playing Roblox with a child can help adults understand the types of experiences available, how monetisation works, and how children interact online. This shared engagement can also make it easier for children to raise concerns if something feels wrong. Parents and educators should monitor all games played on Roblox due to its self-rating nature.

### CONSIDER LIMITING OR DISABLING CHAT

Although Roblox is introducing tighter age-based chat restrictions, some parents and educators may prefer to disable chat entirely for younger children. Children can still play games while communicating with friends they know through other supervised platforms.

### ENCOURAGE OPEN CONVERSATIONS

Many Roblox experiences are creative and age appropriate, and for many children, the platform is an important way to socialise with friends. Rather than banning it outright, parents and educators should talk openly with children about online safety, spending, and how to respond to inappropriate behaviour.

### Meet Our Expert

Alan Martin is a technology journalist who has written for publications including Wired, TechRadar, The Telegraph, The Evening Standard, The Guardian and The New Statesman.



# What Parents & Educators Need to Know about DIGITAL DEVICES & WELLBEING

Children aged 7 to 14 now spend roughly 3 to 5 hours a day on phones, tablets, consoles, and computers. That much screen time has parents and educators worried – not just about the hours logged, but about online safety and the knock-on effects on mental health. This guide brings together practical, expert-backed strategies so adults can nurture healthier digital habits and help young people thrive both on and offline.

## WHAT ARE THE RISKS?

### SLEEP DISRUPTION

Excessive screen time, especially before bed, can interfere with melatonin production and delay sleep onset. Children may struggle to concentrate or regulate emotions due to poor sleep hygiene linked to late-night device use.

### ONLINE PEER PRESSURE

Social media platforms expose children to unrealistic standards and peer validation loops. Likes, comments, and follower counts can influence self-worth and lead to anxiety or risky behaviour to gain approval.

### CYBERBULLYING EXPOSURE

Children may encounter bullying through messaging apps, games, or social media. This can be persistent and anonymous, making it harder to detect. Victims often feel isolated and reluctant to report incidents.

### REDUCED PHYSICAL ACTIVITY

Time spent on screens often replaces outdoor play and physical activity. This sedentary lifestyle can contribute to obesity, poor posture, and reduced cardiovascular health.

### EMOTIONAL DYSREGULATION

Fast-paced digital content can overstimulate young brains. Children may become irritable, impatient, or struggle with boredom and emotional control when not engaged with screens.

### PRIVACY AND SAFETY RISKS

Children may unknowingly share personal information or interact with strangers online. Without guidance, they may not understand the long-term consequences of digital footprints or unsafe online behaviour.

## Advice for Parents & Educators

### SET CLEAR BOUNDARIES

Establish screen-time limits and device-free zones, e.g. classrooms and dinner tables. Use parental controls and co-create a digital use agreement with children to encourage accountability. Try a visual schedule or timer app can help children understand and stick to limits.

### MODEL HEALTHY HABITS

Children mirror adult behaviour. Demonstrate balanced device use, take regular screen breaks, and prioritise face-to-face interactions to reinforce positive behaviours. Making a habit of putting your phone away during meals and conversations can show that real-life interactions come first.

### ENCOURAGE OPEN DIALOGUE

Create a safe space for children to talk about their online experiences. Ask open-ended questions like, "what did you enjoy online today?" to build trust and awareness. Try setting aside 10 minutes each day for a digital check-in where children can share what they've seen or done online.

### PROMOTE DIGITAL LITERACY

Teach children how to evaluate online content, recognise misinformation, and understand privacy settings. Encourage them to think critically and act responsibly in digital spaces. You could use real-life examples from the news or social media to help children practise spotting fake information.

### Meet Our Expert

Adam Gilllett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on commitment one day a week for Minds Ahead, which works with schools on improving their mental health provision.

