



Crawford Village
Primary School & Nursery

THE CRAWFORD CHRONICLE

Friday 20th March 2026

Class Attendances

13 th March 2026			20 th March 2026		
C1	C2	C3	C1	C2	C3
92.7%	94.3%	99.7%	88.2%	98.7%	99.7%

School
Target
96%

A note from Year 3 & 4...

It's been full of busy in Years 3 & 4 this half term.

We had a super morning in the sunshine celebrating 'World Book Day'. Using the book, 'The Wonder' as inspiration, we enjoyed discovering things in nature which sparked joy and happiness in our hearts. We drew illustrations and created descriptive sentences to produce a class poem which we were all very proud of.

We have just finished a jam packed week of assessments and the children have worked their little socks off and are ready for some fun, and cakes, this Red Nose Day.

We have also welcomed Mr Khan into our morning lessons, and I know that he has been super impressed with the attitude to learning that he has experienced.

In our Mastering Number sessions, we are only a few weeks away from completing all of our 'focus facts'. We have enjoyed creating songs, rhymes and gestures to help us remember some of them and we will continue to develop our fluency as we work towards the multiplication check for Year 4 in June.



Coming up @ Crawford...

Diary Dates

Mon	After School - Craft Club
Tues	Lunchtime - Self-love Club
Wed	
Thurs	Lunchtime - Brass / Chess Club After School - Table Tennis
Fri	Lunchtime - Micro:bit/Coding Club School closes 1.30pm
Mon	Easter Holidays
Tues	
Wed	
Thurs	
Fri	Good Friday

Next week:

23rd March 2026
Y5 Litter Picking
Best Class Attendance
Afternoon Tea

24th March 2026
Easter Hat Parade 3.15pm

25th March 2026
Easter Egg Hunt

26th March 2026
Small Schools' Netball

27th April 2026
School closes 1.30pm

Next half-term:

13th April 2026
School Re-opens 8.50am

14th April & 15th April 2026
Parents' Evenings

22nd April 2026
WLBC Council to School
Recycling Talks

Dear Parents

It has been another busy couple of weeks in school, with so much to celebrate. We took some of our pupils to Edge Hill earlier this week to take part in the annual swimming gala – not only did they represent the school brilliantly with their positive attitudes and determination, but they were also crowned overall winners of the event for the third year in succession. We are incredibly proud of them all and the great sportsmanship they displayed.

In school, our decorated eggs are now on display as we build up to Easter, and they look absolutely fantastic. The creativity and effort that has gone into them is clear to see. There is still time to bring entries in before next Wednesday, so we look forward to seeing even more wonderful creations.

We are also very much looking forward to our Easter Hat Parade on Tuesday next week – it is always a highlight of the term and we can't wait to see the children's imaginative designs (and of course, the magnificent effort of our parents!). We hope you can join us at 3.15pm on the 24th.

A special mention must also go to the children who represented us at Pupil Parliament and the Oracy Public Speaking event earlier this week. They spoke with confidence and maturity, demonstrating superb speaking and listening skills. They were excellent ambassadors for our school.

Thank you, as always, for your continued support. Wishing you all a lovely weekend.

Mrs Eaton

Mrs Eaton's Column

Award Winners



Star of the Week

C1 Lara
C2 James
C3 Scarlett

C1 Reid
C2 Beatrix
C3 Skylar



Pride Award

C1 Birdie
C2 Theo
C3 Sophia

C1 Francesca
C2 Martha
C3 Rosie



Super Writers

C1 Olivia
C2 Wilf
C3 Bethany
Y3/4 Maisie &
Martha

C1 Zachary

Housepoints

1st



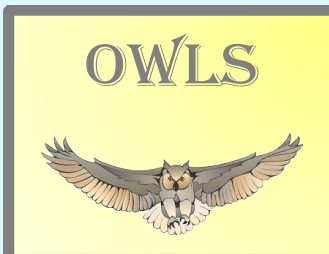
3rd



2nd



4th



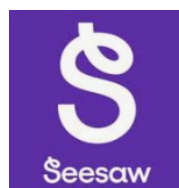
Last week:

1st Ravens
2nd Owls
=3rd Phoenix
=3rd Eagles

Find us online



Facebook
Crawford Village
Primary School



Seesaw
Check class
activities and photos.



School webiste
crawfordvillageprimary.uk
Term dates, newsletters,
policies, events and
other information.

Easter & Spring at Crawford



Mother's Day Shop

Thursday 12th March

(Children only)

Decorated Easter Eggs

From Monday 16th March

All children may bring in a decorated hard-boiled egg. Try to make your egg as different and unique as you can. These will be displayed all around the school right up to the end of term and should create a colourful display in the main corridor. Everyone who brings in a decorated egg will be entered into a prize draw.



Easter Hat Parade

Tuesday 24th March 3.15pm

Please join us at 3.15pm on the playground for our Easter Hat Parade. All children are invited to bring in an Easter bonnet/hat for the parade. We are hoping for some lovely weather as the parade will take place on the playground.

Best Class Afternoon Tea

Monday 23rd March

(Class 3)

Easter Egg Hunt

Wednesday 25th March

(Children only)





Wow - what superstars!

On Monday, our amazing swimming team took part in the Forward Schools Swimming Gala and they were extremely successful.

Unbelievably, we retained the overall winners shield for the third year running!



KS1 Scavenger Hunt Fun

Science through photos

On Friday, two of our children attended the opening of a photographic display in Skelmersdale Shopping Concourse, showcasing photos taken by children from local schools with a special guest judge awarding prizes to the overall winners.

The display will be in place over the Easter Holidays for members of the public to view.





SHARES
— Lancashire —

MULTI-SPORT & ACTIVITIES CLUB

School Holidays - Activities Every Day!

9AM - 4:30PM

WHERE WE'LL BE:

**Cobbs Brow
Primary School**

**Monday 30th March -
Thursday 2nd April**

**St James Catholic
Primary School**

**Tuesday 7th April -
Friday 10th April**

WHAT WE DO!



Football



Dodgeball



Arts & Crafts



Tennis



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- Gymnastics • Fun & Friendship! ★

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SCAN TO BOOK!



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.

What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 91% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

WHAT ARE THE RISKS?

ALGORITHMIC EXPOSURE

Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.

WEAPONS AND CRIMINAL RISK

Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection', however, carrying a weapon increases the risk of victimisation (harm and injury by others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.

SHARING VIOLENT CONTENT

Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.

FEAR, ANXIETY, AND MARGINALISATION

Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, glorification of gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also create disproportionate harm for children belonging to those groups.

AVOIDANCE AND ISOLATION

Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in generally – and negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling isolated and spending time together in large groups, which may affect their social interactions and leisure time.

Advice for Parents & Educators

STAY INFORMED

Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Encourage them never to share violent content online and to speak to a trusted adult instead.

TALK CRIME AND SAFETY

In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: 'What could you do if you feel unsafe?' Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.

DISCUSS SOCIAL MEDIA

Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and digital footprints. Help them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost where to get support and advice, such as report-harmful-content.com.

ENCOURAGE POSITIVE ACTION

Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via childline.org.uk.

Meet Our Expert

Dr Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates the youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.



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Be smart on internet

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What Parents & Educators Need to Know about STREAMING SERVICES

Streaming services are platforms that allow users to watch cartoons, documentaries, documentaries and movies online immediately (often referred to as SVOD: streaming videos on demand). Ofcom reported that children and young adults prefer streaming services to traditional TV. With two-thirds of UK households subscribing to at least one streaming service, parents must understand how to manage screen time, set age restrictions and ensure safe viewing.

WHAT ARE THE RISKS?

COSTLY

Subscription services can be costly. As households have at least one streaming platform, and each platform has its own monthly subscription fee. Services are charging more for ad-free viewing, and better quality and resolution; however, there is a cheaper option with adverts. Due to price increases, Netflix and Disney+ reported a sharp increase in users subscribing to their ad-supported tier in 2023.

ILLEGAL STREAMING

Sharing passwords or using modified file sizes to access streaming content without permission is illegal. Most streaming services have new put measures in place to detect account sharing. When account sharing is identified, platforms will offer an opportunity to pay for an additional member or will ask the user to verify who they are.

AGE-INAPPROPRIATE CONTENT

Most streaming platforms allow users to set up a profile for each family member, with the option of putting specific restrictions in place. These include coding a profile lock or PIN, controlling autoplay of previews and next episodes, and limiting content based on age ratings. Nonetheless, these restrictions aren't foolproof. Content which is rated as suitable for an age group may still include themes, language, or images which children and families find inappropriate.

NEXT EPISODE

EXCESSIVE SCREEN TIME

Excessive screen time contributes to sedentary behaviour and can negatively impact physical and mental health. Ofcom found that 4- to 15-year-olds averaged 2.5 hours per day across all video-sharing platforms, not including gaming. The vast range of content available, combined with features such as autoplay, makes it easy for children to watch for extended periods of time.

BINGE WATCHING

Features such as autoplay make it easy for viewers – especially young people – to continue watching episodes without a break. This can foster unhealthy and addictive patterns, such as consuming a vast amount of content in one social interaction. Lack of physical exercise, and often late nights and sleep disruptions which impact their mental and physical wellbeing.

HARMFUL STEREOTYPES

Many platforms track viewing habits, time consumed, and preferences, and generate recommendations to encourage your child to keep watching. This results in your child being in a 'loop' whereby they think the 'recommended' rather than thinking critically for themselves. This can shape their beliefs, values, and understanding of the world from a young age without even realising it.

Advice for Parents & Educators

SET UP INDIVIDUAL PROFILES AND ADD PINS

Almost all streaming services allow users to set up individual profiles where each family member can have age restrictions put in place for use of the app. Keep profiles as private as possible through the use of PINs. Use the options of putting specific restrictions in place such as controlling autoplay of previews and next episodes, and limiting content based on age ratings.

MONITOR AND TALK OFTEN

Discuss with your child what they are watching, find out which programmes are content of what they're watching. Some platforms have been known to recommend or auto-play older or graphic content after a child's movie has been played. While some content may have a suitable age rating, your child may still find the content scary, or it may explore themes you don't want to explore with your child yet.

TALK ABOUT ALGORITHMS

Talk to your child about how streaming services track what they watch, and base adverts and recommended shows/movies on previous viewing history. Encourage them to critically think about whether the recommendations are suitable and how they want to spend their time. Discuss stereotypes with your child and challenge them to think about what they watch and how this may influence their beliefs.

SET TIME RESTRICTIONS

Many streaming services offer the opportunity to buy movies, or add additional features to your subscription such as sports channels, as well as play games. This can increase the amount of time young people spend sitting idly in front of the screen. Some platforms (e.g. Apple TV) allow you to set screen time restrictions. If the streaming service doesn't allow you to set screen time limits, set a family rule and stick to it.

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 started out research for the Australian Government, comparing internet use and online behaviour of young people in the UK, USA and Australia.



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ChildLine
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