



Dates for 2025-2026 (subject to change)

Fri 5th Dec:

Lantern parade – Ryde 6pm

Mon 8th Dec:

Christmas performance dress rehearsal

Tues 9th & Thurs 11th

Dec: 1.30pm and 6pm

Christmas performance

Fri 12th Dec:

Jolly Jumper Day

Thurs 18th Dec:

Christingle service at St Marks & school Christmas lunch

Fri 19th Dec:

Last day before Christmas break

Mon 22nd Dec to Fri 2nd

Jan: **Christmas break**

Mon 5th Jan 2026:

Return to school

Fri 13th Feb: Dev Day

School closed to pupils

Mon 16th to Fri 20th Feb:

Half-term

Mon 23rd & Weds 25th

March: Parents evening 3.15-6.30pm (more details to follow)

Fri 27th March:

Last day

Mon 30th March to Fri

10th April: Easter break

Mon 11th May: KS2 SATs

Tues 19th to Fri 22nd

May: Year 6 residential

Fri 22nd May:

Last day

Mon 25th to Fri 29th May:

Half-term

Mon 1st June: Dev Day,

school closed to pupils

Wootton Community Primary School

28th November 2025

Dear Parents/Carers,

Wow, wow, wow! It is at times like this that I really do feel that I am the luckiest Headteacher to lead such a wonderful school community. **Thank you so very, very much** for all your support with sending in donations for the chocolate and sweet tombola but also for the incredible **jolly jars**. This year has to be one of the best with choosing winners an impossible task. So to make it fair this year, we have put all the names of the children who made a jolly jar into a bag and will pull out 5 winners at the fayre later. I am so looking forward to the event after school and hope you are able to come along and support. This would not have been possible if a few very key parents had not been leading this. We are so grateful to **Luca's in Year 2 mum Danielle** who has organised and delegated a range of preparation activities to ensure that the children can have a wonderful afternoon. The amount of work that takes place behind the scenes to run these style of events is significant so thank you so much to everyone who have been involved.

Feeling proud has continued all week. Last Saturday I had the absolute honour of supporting our **choir** at Medina Theatre to perform with the IWSO. The children were amazing and their impeccable behaviour was highlighted by many people in the audience. Thank you to all the parents for bringing their children but also a big thank you to both Miss Paterson and Miss Adams for giving up their Saturday to support me. You will get chance to hear the choir later at the fayre.

I have continued to work with both the **House Captains** and **School Council** too this week. Again, our children have been commended for their behaviour whilst showing prospective parents around the school, all of whom commented on the lovely community feel our school has. The School Council demonstrated this by wanting to raise money for the Wessex Cancer Trust partaking in the Jolly Jumper (or accessory) day **Friday 12th December**. Please see last week's newsletter for more details.

Talking of Christmas, you will have received an email this week regarding the **School Christmas meal** on Thursday 18th December. Please note, you **MUST pre-order this**. There will be no other school meal choice this day so if you have not ordered one using the order form you will need to provide your child with a packed lunch.

Our **Christmas performance 'BAH Humbug'** has almost sold out! The evening tickets have now gone with a few afternoon spaces still available. Please note all children need to be back for the evening performances at 5.40pm via their classroom doors. **Costumes need to be in school by Thursday 4th December** in a named bag, thank you.

Our **Christmas post box** is up and running. If children want to send Christmas cards to their friends and post them in the post box in the hall they may do so, however, please ensure that the child's class/year group is also on the envelope as we have many children with the same name in different classes.

It was a great **Celebration assembly** this morning when we learnt our new **word of the week**, 'hoard' and what this means. We also congratulated Willow in Year 2 for passing 4 grades at her gymnastics club and from Jake in Year 4 who now has a yellow belt in karate for attending for a year now, well done both.

We had **BIG Think** this afternoon debating the question 'Why do people tell different versions of the same story or historical event?' Due to preparation for the fayre we did not have a Big Think assembly so it will be interesting to see what your child thought about this.

On Monday we had several visitors from the **local scouting team**. The children had an exciting assembly when they got to see some different clothing and resources from a range of activities that the children can do at beavers, cubs and scouts. We talked about the benefits of belonging to a group and several children shared how they already go and what they enjoy. Please see the details of the Wootton group attached if this something that your child may be interested in joining.

Our **top 5 homework achievers** on the newsletter each week, the children can then add their 5 House Points when they come back to school on Monday. Well done to:

Top 5	Maths Shed	Spelling Shed	TTRS	Numbots
1 st	Patryk (Y4)	Ahbab (Y4)	Charlie (Y6)	Beau. H. (Y2)
2 nd	Kai (Y3)	kai (Y3)	Arya (Y5)	Matilda (Y1)
3 rd	Dylan (Y6)	Daisy (Y6)	Casey (Y4)	Maverick (Y1)
4 th	Daisy (Y6)	Patryk (Y4)	Willow (Y6)	Appley (Y3)
5 th	Ahbab (Y4)	Isla (Y5)	Ahbab (Y4)	Lily (Y3)
Top Class for the week	Year 4	Year 6	Year 4	Year 1

Please can I ask that if you have a **change in collection arrangements** for your child that you please notify the office BEFORE 2.45pm. We cannot guarantee that any messages left with us after 3pm will be able to be passed on to your child so please ensure we are notified in plenty of time, thank you.

In the meantime, I hope to see you all at **Wootton's Winter Wonderland!**

Jane Wilford

Jane Wilford
Headteacher



WHAT RECEPTION HAVE BEEN UP TO

This week in Reception class we filled our marble jar so we had our 'Marble party' on Tuesday as a reward for doing this! The children work so hard and are so keen to learn that it is an absolute pleasure to award the marbles and have a celebration at the end. The children have only been in school for 10 weeks and this is our third party!

In English we have been doing a more practical task whereby we have had a selection of objects and the children have been asked to say what sound the object begins with and then practice doing the correct letter formation for this sound. For those that were ready, they were then asked to listen for other sounds in the words and attempt to write these.

In Maths we have had a big push on number writing as it is so important we can do this accurately. The children were generally able to write 0, 1, 2, 4 correctly but 3 and 5 were more difficult so we focused on that.

For part of our RE lesson we all brought in photos of ourselves as babies and talked about how we had changed and how we can celebrate the birth of a new baby.

WHAT YEAR 1 HAVE BEEN UP TO

In Maths this week we thought about odd and even numbers. We used numicon to help us decide which numbers are odd and even then we noticed a pattern, which we used to find odd and even teen numbers. We also practised sharing into equal groups.

In PSHE we thought about fair and unfair. We read a story and decided which parts were fair, unfair or unkind.

In History we compared the equipment used by Columbus and Armstrong on their journeys. We thought about similarities and differences.

In English we started a new book about a man called Bob who was in charge of looking after the moon. The children really enjoyed this story, particularly spotting the hidden aliens. The children shared some of their opinions about the new story and then looked at gathering vocabulary to describe a scene from the story and a location within our school.

In Art, we looked at using sponges to make prints. The children all enjoyed making a variety of prints with different shapes and colours.

Overall, another fantastic week! Well done Year 1!

WHAT YEAR 2 HAVE BEEN UP TO

We've had another brilliant and busy week in Year 2. In English, the children have been working on writing setting descriptions and using their planning sheets to help them include expanded noun phrases and fronted adverbials. In maths, we have been focusing on mastering partitioning when adding two single-digit numbers, using number bonds to 10 to support mental strategies. In geography, the children drew their own maps of Bembridge and included a key and symbols to show both physical and human features. In RE, we explored candlelight as a symbol and the children designed their own candles, explaining what they represent and what they hope others will think of when they see them. In computing, we continued our photography learning by exploring how lighting affects the quality of a photo. Finally, we have been practising our songs and dance ready for our upcoming Christmas performance. It's all starting to come together and the children are very excited!

Thank you for another great week, Year 2.

WHAT YEAR 3 HAVE BEEN UP TO

Year 3 has covered all things prehistoric this week and this time I will start with my highlight of the week - our history workshop. The children were brilliant. They were engaged, well behaved and participated in all of the activities very well. It was great to see them all getting stuck and having the opportunity to handle and explore some artefacts - some of which are around half a million years old. The prehistoric theme did not end there. This week the children also created their Bronze Age roundhouses - working hard to sculpt, and paint them. In English the children used their new found understanding of persuasive writing to write a persuasive paragraph about why their creation was the best. In maths, the children continued their study of shape, by learning how to calculate the perimeter of 2D shapes, identify different types of angles and locate angles in given shapes. Well done for a wonderful week Year 3!

WHAT YEAR 4 HAVE BEEN UP TO

This week, the children have done an incredible job of finishing their persuasive letters on the subject of deforestation. The multi paragraph letters feature emotive vocabulary, statistics-based evidence and plenty of cause and consequence statements, allowing the children to write two-clause sentences using conjunctions. I would certainly pay attention to their persuasive arguments! In maths, we did a little bit more work on fractions and decimals, before moving onto 2D shape, including a detailed exploration of the properties of quadrilaterals. We have investigated lines of symmetry and calculated the area of rectilinear shapes (which was a good excuse to recap measurements of perimeter too!) The children got really creative in computing and moved on from writing commands that draw regular shapes to creating procedures for dashed lines, colour changes and repetitive shape patterns. Super coding year 4! In geography, the children analysed fact files about different animals that have adapted to the biomes in which they live, before choosing their 'top 3' adaptations and presenting back to the class. During guided reading, we have been using small extracts of text to answer questions using our inference and explanation skills. While not explicitly stated in the text, the children have been able to find the answers using clues from what they've read and connecting this to their existing knowledge. We have been looking at the concept of 'symbols' in RE, and having learnt about the lighting of the Hannukah candles in recent weeks, the children chose, illustrated and wrote about a symbol that is of personal importance to them. There was some very thought-provoking work which I have enjoyed presenting in our class floor book. Wishing everyone a great weekend!

WHAT YEAR 5 HAVE BEEN UP TO

Another great week! In English, the children finished writing their persuasive letters and these have been excellent to read. After this, we revisited how to correctly write dialogue and the children then used this to begin to convey the character of Fagin. In Maths, the class worked extremely well this week as we have tackled converting between improper fractions and mixed numbers. Year 5 enjoyed our Computing lesson, which focused on them planning a storyboard and thinking about what filming techniques they will use for their videos. In Music, the children had a go at playing multiple songs on their ukuleles (including Jingle Bells) and in Science, they completed a gravity investigation. In amongst all of this amazing learning, the children went on their first trip in Year 5 to Osborne House. I was extremely impressed with how well they represented the school and showed great listening skills to Mrs Smith, the Housekeeper! Although faced with rain, the children enjoyed exploring Queen Victoria's home and it was a great, immersive experience for the class to imagine what it might have been like to be one of her servants. Well done Year 5!

WHAT YEAR 6 HAVE BEEN UP TO

This week in Year Six we have produced more fantastic writing, with children learning about the subjunctive and applying it in their written work for a formal effect. In maths, we have recapped the essential skills for being able to calculate percentages of amounts, and began to learn this method near the end of the week. Percentage is such an important life skill and we talked about its real life application in shopping sales and even understanding interest on loans! In geography we looked at the human and physical geographical features of various English cities and used this to analyse their suitability as alternative capital cities compared to London. In art, we began to plan our own chalk "graffiti" artwork with a message and in science we assessed circuit diagrams and thought about some scientific reasoning around complete and incomplete circuits. In PSHE we continue to consider the subject of respecting differences and how this might look across the world and in our own classroom.

AUTUMN/WINTER 2025 MENU		WEEK 2				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HOT DISHES	OPTION 1	Macaroni Cheese	Pork Sausages with Mashed Potatoes and Gravy	Roast Chicken with Roast Potatoes and Gravy	Chicken and Vegetable Pie with Potato Wedges	Fish Fingers with Chips
	OPTION 2	Veggie Burrito with Wholegrain Rice	Vegetarian Sausage with Mashed Potatoes and Gravy	Sweet Potato, Chickpea and Herb Roast with Roast Potatoes and Gravy	Cheese and Tomato Pizza with Pasta Salad	Quorn Dippers with Chips
	OPTION 3	Tomato Pasta Fresh, homemade Tomato Sauce with Penne Pasta	Tomato Pasta Fresh, homemade Tomato Sauce with Penne Pasta	Tomato Pasta Fresh, homemade Tomato Sauce with Penne Pasta	Tomato Pasta Fresh, homemade Tomato Sauce with Penne Pasta	Tomato Pasta Fresh, homemade Tomato Sauce with Penne Pasta
HOT DISHES ARE SERVED WITH TWO VEGETABLES AND FRESHLY BAKED BREAD						
DELI	OPTION 4	Ham, Cheese or Tuna Baguette with Mixed Salad	Ham, Cheese or Tuna Baguette with Mixed Salad	Ham, Cheese or Tuna Baguette with Mixed Salad	Ham, Cheese or Tuna Baguette with Mixed Salad	Ham, Cheese or Tuna Baguette with Mixed Salad
	DELI DISHES ARE SERVED WITH MIXED SALAD					
DESSERT		Chocolate Caramel Crunch	Banana Flapjack	Chocolate Brownie	Raspberry Jelly	Strawberry Ice Cream
BAKED POTATOES SERVED DAILY With a choice of toppings		AVAILABLE DAILY Fresh fruit, salad, yoghurt and water				
Vegetarian Vegan Oily Fish Fruity! Wholegrain Nutritionist's Choice		Chartwells Schools				

Star Pupils

Arctic Year 1	Annabelle
Malaysia Year 2	Milo
Italy Year 3	Ollie
Brazil Year 4	Lexie
Japan Year 5	Elijah
Greece Year 6	Willow

Please come and see your child presented with their certificate and hear the wonderful reasons as to why they have been chosen as their class Star Pupil this week in our celebration assembly on **Friday at 8.45am.**



Please ensure you contact the SCHOOL OFFICE BEFORE 9:00am on each day of Absence by telephone, voicemail or email.

	Pupils Absent this week (%)	Rolling Absences since Sept (%)
England R	4	8.79
Arctic 1	5.67	9.49
Malaysia 2	0	7.12
Italy 3	6.78	5.27
Brazil 4	3	5.28
Japan 5	4.44	4.84
Greece 6	7.08	4.16
Whole School	4.39	6.44

The class with the best attendance this week is: Malaysia Class!

	Pupils Late This Week	Pupils Late since September
England R	0	7
Arctic 1	1	33
Malaysia 2	0	17
Italy 3	3	30
Brazil 4	1	49
Japan 5	0	46
Greece 6	1	16
Whole School	6	198

Our school target is 96.5%.

We are currently under target and aim for our children to be in school 100% of the time!

Year 5 Visit to Osborne House



Year 3 Stone Age to Iron Age Workshop



1st Wootton Scout Group

Beavers Age 6 -8 years meet Monday 5.45pm – 7.00pm
Contact Rachael at 1stwoottonbeavers@gmail.com

Cubs Age 8 – 10.5 years meet Monday 6.30pm – 8pm
Contact Chay at 1stwoottoncubs@gmail.com

Scouts Age 10.5 – 14 years meet Tuesday 6.30pm – 8.30pm
Contact Rachael or Sarah at 1stwoottonscouts@gmail.com

Explorers Age 14 – 18 years meet Thursday 7pm – 9pm
Contact John or Abigail at 1stwoottonexplorers@gmail.com

Group Scout Leader – Rachael Brett Tel: 07593 700985
1stwoottongsl@gmail.com



New Carnival Presents

Merry & Bright Festival of Light

Fri 5th Dec
5-8pm

Late Night Shopping
Entertainment
Music
Illuminations
Craft Market
Activities

FREE

Lantern
Parade
6-7pm

SCAN FOR PROGRAMME:

RYDE TOWN

www.newcarnival.co.uk



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What Parents & Educators Need to Know about TIKTOK

Online videos are often associated with apps such as YouTube, but among teens, TikTok is king. The app provides a potentially addictive, never-ending stream of short clips tailored to users' interests based on their viewing habits. Around half of British children use TikTok, and while most content is benign, it does contain clips that young people can "must-see" to encounter a potential harm.

WHAT ARE THE RISKS?

AGE-INAPPROPRIATE CONTENT
TikTok is a social media app where users can watch, create, and share short videos. While most content is benign, it does contain clips that young people can "must-see" to encounter a potential harm.

CONTACT WITH STRANGERS
Between 14 and 17, 10% of people can be contacted by strangers on TikTok. This is a significant risk as it allows users to connect with people they do not know, potentially leading to grooming or other forms of exploitation.

MISINFORMATION AND RADICALISATION
TikTok's algorithm is designed to keep users engaged by showing them content that is similar to what they have watched before. This can lead to users being exposed to misinformation or radical content without realising it.

ADDICTIVE DESIGN
TikTok has a very addictive design, with a focus on short, snappy videos that are easy to watch and share. This can lead to users spending a lot of time on the app, potentially affecting their sleep and other activities.

ADVICE FOR PARENTS & EDUCATORS

ENABLE FAMILY PAIRING
Family Pairing allows parents to link their child's account to their own. This gives parents control over their child's account, including the ability to set screen time limits and restrict certain features.

BLOCK IN-APP SPENDING
Parents can block in-app purchases on their child's account. This prevents children from spending money on virtual gifts or other in-app purchases without parental permission.

DISCUSS THE DANGERS
It's important to talk to your child about the risks of TikTok. Discuss the dangers of contact with strangers, misinformation, and addictive design. Encourage your child to be critical of the content they see and to report any concerns.

READ THE SIGNS
If you're concerned that your child is spending too much time on TikTok, or that they are being contacted by strangers, there are signs to look out for. These include changes in behaviour, spending more time on the app, and being secretive about their online activity.

Meet Our Expert
Dr. Sarah-Jane Smith is a specialist in child and adolescent mental health. She has worked with many young people who have been affected by TikTok, and she offers advice on how to manage these risks.

WakeUpWednesday
The National College

See full guide on our website: www.thenationalcollege.org.uk

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What Parents & Educators Need to Know about TRACKING DEVICES

Bluetooth tracking devices like Apple's AirTag and Samsung's SmartTag have exploded in popularity, with retailers sold out early. 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 brushed adults need to understand and address.

WHAT ARE THE RISKS?

STALKING AND HARASSMENT
Tracking devices can be used to stalk and harass someone. This is a serious risk as it allows users to track someone's location without their knowledge or consent.

INVASION OF PRIVACY
Tracking devices can be used to invade someone's privacy. This is a serious risk as it allows users to track someone's location without their knowledge or consent.

TOO EASY TO DETECT
Tracking devices can be detected by many people. This is a good thing as it allows users to know if someone is tracking them.

FALSE ACCUSATIONS
Tracking devices can be used to make false accusations. This is a serious risk as it allows users to track someone's location without their knowledge or consent.

ADVICE FOR PARENTS & EDUCATORS

WATCH FOR WARNING SIGNS
If a child's phone is always being found, or if they are being followed, this could be a sign of tracking. Parents and educators should be aware of these signs and take action if they are concerned.

USE DETECTION APPS
There are apps available that can detect tracking devices. These apps can be used to find out if someone is tracking a phone.

CHECK LIKELY HIDING SPOTS
Tracking devices can be hidden in many places. Parents and educators should check these places if they are concerned that a device is being used to track someone.

HAVE THE CONVERSATION
It's important to talk to your child about the risks of tracking devices. Discuss the dangers of stalking and harassment, and encourage your child to be critical of the content they see.

Meet Our Expert
Dr. Sarah-Jane Smith is a specialist in child and adolescent mental health. She has worked with many young people who have been affected by tracking devices, and she offers advice on how to manage these risks.

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10 Top Tips for Parents and Educators GUIDING YOUNG VOICES TO MAKE A DIFFERENCE

Bullying impacts the lives of many young people. In the UK, one in five pupils aged 10 to 18 report being bullied. The effects can be long-lasting, affecting mental health, school attendance and self-esteem, and can impact long-term development. It's crucial that adults play a key role in building young people's confidence to speak out, support one another, and stand up to bullying behaviour. This guide offers ways to help youngsters make a positive difference.

1. CELEBRATE DIFFERENCES
Help young people value diversity by celebrating differences. This can be done by encouraging them to share their own experiences and those of others.

2. MODEL RESPECT
Children learn by example. Model respect by treating others with kindness and respect. This can be done by using respectful language and actions.

3. SPOT THE SIGNS
Adults and young people should be able to spot the signs of bullying. This can be done by looking for changes in behaviour, such as withdrawal or aggression.

4. VALIDATE FEELINGS
Young people often feel that their feelings are not valid. Adults should validate their feelings by listening to them and showing empathy.

5. TEACH ALLYSHIP
Teach young people that they can be allies. This can be done by encouraging them to stand up for others and to support those who are being bullied.

6. PROMOTE REPORTING
Encourage young people to report bullying. This can be done by making it clear that reporting is a brave and important thing to do.

7. ENCOURAGE KINDNESS
Encourage young people to be kind to others. This can be done by encouraging them to share, to help, and to be respectful.

8. USE YOUR VOICE
Encourage young people to use their voice. This can be done by encouraging them to speak up for others and to stand up to bullying.

9. BUILD COMMUNITY AND BELONGING
Build a sense of community and belonging. This can be done by encouraging young people to work together and to support each other.

10. SUSTAIN THE CONVERSATION
Sustain the conversation about bullying. This can be done by continuing to talk about it and to encourage young people to be active in making a difference.

Meet Our Expert
Dr. Sarah-Jane Smith is a specialist in child and adolescent mental health. She has worked with many young people who have been affected by bullying, and she offers advice on how to manage these risks.

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

AI-generated videos are increasingly difficult to spot and easy to share. From fake news clips to deepfakes, these videos can be used to spread misinformation, cause harm, and even to impersonate real people. It's crucial that parents and educators understand the risks and take steps to protect children from these videos.

WHAT ARE THE RISKS?

DEEPFAKE ABUSE
Deepfakes are videos that have been created using artificial intelligence. They can be used to impersonate real people and to spread misinformation.

EMOTIONAL MANIPULATION
AI-generated videos can be used to manipulate emotions. This can be done by creating videos that are designed to make people feel a certain way.

DISINFORMATION
AI-generated videos can be used to spread disinformation. This can be done by creating videos that are designed to make people believe something that is not true.

IMPERSONATION AND SCAMS
AI-generated videos can be used to impersonate real people and to run scams. This can be done by creating videos that are designed to make people believe that they are talking to a real person.

ADVICE FOR PARENTS & EDUCATORS

TEACH HOW IT WORKS
Teach young people how AI-generated videos are created. This can be done by explaining the technology behind them and by showing them examples of deepfakes.

TALK ABOUT TRUST
Talk to young people about the importance of trust. This can be done by encouraging them to be critical of the content they see and to report any concerns.

ENCOURAGE CRITICAL QUESTIONS
Encourage young people to ask critical questions. This can be done by encouraging them to think about the source of the content and to look for signs of manipulation.

STRENGTHEN PRIVACY SETTINGS
Strengthen privacy settings on social media accounts. This can be done by encouraging young people to use strong passwords and to limit the amount of information they share.

Meet Our Expert
Dr. Sarah-Jane Smith is a specialist in child and adolescent mental health. She has worked with many young people who have been affected by AI-generated videos, and she offers advice on how to manage these risks.

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