



Cedars Park Primary School

School Bulletin

Monday 23rd June 2025

Notable Dates

Tues 24th June - Year 6
Crucial Crew at The Mix

Wed 25th June - Year 4 WCET
Music Festival at The Apex

Thurs 26th June - Year 5
Sharing Assembly

Fri 27th June - Year 2
Colchester Zoo

Mon 30th June - Cedars Transi-
tion Day

Thurs 3rd July - Class Photos

Fri 4th July - Year 5 Culture
Day at Stowupland High School

Wed 9th July - Year 4 Sports
Festival

Wed 9th July 6pm - Year 6
School Production 6—7.30pm

Thurs 10th July - Year 6 School
Production 9.30—11am

Fri 11th July - Year 2
Scoutability

Wed 16th July - Year 6
Leavers Party 4—7pm

Thurs 17th July - Reception
Graduation Assembly 2.30pm

Fri 18th July - Year 6
Leavers Assembly 2.30pm

Fri 18th July - End of Term

Lunch Menu w/c 23rd June

Monday
Margherita Pizza or Vegeta-
ble Enchilada

Tuesday
Meatballs in Tomato Sauce &
Pasta or Cheesy Vegetable
Bake

Wednesday
Roast Beef or Vegan Sausage

Thursday
Pulled Pork Wrap or Cheese &
Onion Quiche

Friday
Fish Fingers or Vegan Fish
Fingers

*Jacket Potatoes available
daily*

Earrings and PE

It has always been the case that for Health and Safety reasons all jewellery needs to be removed for PE lessons. The exception to this had been earrings. Previous guidance had stated that children wearing piercings could participate in the PE lessons providing that the earrings were covered with micro-pore tape or a plaster and that the child was able to apply the plaster themselves.

However, new guidance on this has changed based on national advice issued by the British Association of Advisers and Lecturers in Physical Education (BAALPE) and The Association of Physical Education (APE). It is now felt that the taping of earrings 'creates a perception of safety and is not recommended'.

The most recent guidelines from The Association for Physical Education (APE) strongly recommends "the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to all ear and body piercings, including retainer and expander earrings."

Therefore, our school PE Policy from September will state:

Children are not permitted to wear jewellery, including pierced earrings, during PE and swimming lessons. Staff are not allowed to take out or replace children's earrings if they are unable to do so themselves, therefore children must be able to take them out themselves or have them removed before they come to school on PE days.

All pupils are required to take part in PE lessons. This is outlined in government guidance which states: 'Physical education (PE) is a compulsory part of the curriculum for all pupils from Key Stage 1' (Department for Education, GOV.UK, 2015).

We wanted to alert parents to this change in good time so that, if you would like your child to have their ears pierced, it can be done at the very beginning of the Summer holidays so that they are fully healed and can be removed for PE lessons as soon as we return in September.



Sports Day

Thank you to everyone that came to Sports day on Friday—it was lovely to see so many parents, carers and family members in school supporting the children and enjoying the sunshine.

Thank you to our amazing PTA for their help and support in providing refreshments and organising the second hand school uniform sales—the money raised from Sports Day this year totalled £560!



Transition Day—Monday 30th June!

This year's transition day will be held on **Monday 30th June**, where most pupils will have the opportunity to spend the day with their new class teacher in their new classroom. Nearly every pupil in Year 6 will also be having their transition days to high school on this day and the next day too.

All children should wear their school uniforms on their transition day (including Year 6) and should go directly to their 'new classroom' upon arrival at school in the morning. There will be no PE on this day, apart from Year 3 going into Year 4 for the day, who will still have their scheduled swimming lesson and should come in their PE kits. They will also be dismissed from their 'new' classroom at the end of the school day. Year 4 children, who will be Year 5s for the day, will still need to be collected by an adult – it won't be until September, when we have the appropriate permissions, that they will be able to walk to and from school unaccompanied.

Transition days are wonderful experiences for both pupils and staff; it is a great taster for what is to come the following academic year.

A more detailed letter about transition was sent out to parents via email last Friday.



NSPCC—Speak Out, Stay Safe

In the penultimate week of term, the children in years 2, 5 and 6 will be having an online assembly delivered to them about different types of abuse. This, of course, will be delivered in an age appropriate way. Then, in the final week of term, a team from the NSPCC will come into school and do a follow up workshop with the children in those year groups. Further information will be sent out to parents in due course.



Cedars Stars

Well done to this week's Cedars Stars!



Reception Albie B Mathias B	Year 1 Ivy S Ella G	Year 2 Harmony HC Bobby L
Year 3 Stanley TW Freddie G	Year 4 Arabella B Callum S	Year 5 Aiden L All Cormorant Class
Year 6 Mallory W Advika S		

Attendance

This week's attendance was as follows:

Reception: 92.74%

Year 1: 93.33%

Year 2: 94.81%

Year 3: 94%

Year 4: 92.24%

Year 5: 97.81%

Year 6: 95.25%

Well done to Year 5 for having the highest attendance!



Class Cookies

Well done to **Nuthatch Class in Year 5** for having the highest attendance this week.



No Nuts

We are a nut free school.



What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

REDUCED CRITICAL THINKING



Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

DIGITAL DEPENDENCY



Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

UNCLEAR ETHICAL BOUNDARIES



Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

IDEAS

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.



ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.



PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.



ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.



Meet Our Expert

Brendan O'Keefe, Deputy Headmaster and Director of Digital Strategy at Eaton House School, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.



#WakeUpWednesday

The National College