

Think It.

Friday 5th June 2026

Believe It.

Term Times

Live It.

Weekly Round-up

Mark your Calendars

11th June -
Yr 2
Woburn
Trip

26th June -
Sports Day

30th June
Transition
Week

Year 3 Trip -
Flag Fen
Archaeological
Centre

Thank you so much for your kind messages, understanding and continued support following the email sent earlier this week regarding the school restructuring. We fully recognise that this is an uncertain time for many, and we want to reassure you that we are listening carefully to the concerns and questions being shared. Our priority is to communicate as clearly and thoughtfully as possible. Over the coming weeks, we will continue to share regular updates, including responses to the most frequently asked questions, so that everyone feels informed and supported. We are truly grateful for your patience, understanding, and kindness as we work through this process together. Your support means a great deal to us, and we remain committed to supporting our whole school community every step of the way.

FAQS

Could you hold a parents' workshop before the end of the school year instead of in the autumn term?

We felt that there is too little information to share at this stage to fully answer parents' questions on staffing, curriculum, classes for next year, and how we will cater to our pupils' different abilities within the mixed year groups. To ensure that we find the best way to make this change to our school, we are in the process of seeking advice and best practice from other local schools to inform how we will shape the curriculum and learning next year. This includes school visits and meetings with Headteachers followed by a curriculum review and class planning, likely to take several weeks. It will therefore not be possible to have a parents' workshop before the end of the school year but parents can still contact Mrs Heather for further information.

What other cost-saving options were considered versus the one the school has chosen?

Due to the significant savings that need to be made, there were very limited alternative options. 92% of the school's budget is dedicated to staffing costs, meaning that all other costs such as learning resources, buildings maintenance and repairs, utility bills, school dinners, IT equipment, and cleaning have to come from the remaining 8% of the budget. Over the last ten years schools have faced greatly reduced budgets meaning that savings in these areas have already been made to the greatest extent while continuing to give our pupils the best education that we can. We have worked very hard to find a solution that we believe offers the best possible outcome by retaining single year groups in EYFS, Year 1 and Year 6.

Are teachers or other staff being made redundant?

92% of the school's budget is spent on staffing costs. In order to make the necessary savings to reduce to 85%, it would be impossible to achieve this without some overall reduction in staff numbers. There is an ongoing review of staffing which we cannot share wider details of until it is completed for the fairness and privacy of staff affected.

In previous years, year 4 pupils have taken part in an annual residential trip (to Grafham) - will this still be an opportunity next year? How will that work?

We will continue with the trip to Grafham for our Year 4 pupils? The year 5 pupils will not attend and they will continue to be taught at school while their Year 4 classmates are away.

Buckden has always been a school in demand, with many families/pupils opting to come from neighbouring villages rather than attend their nearest school. Has that demand now reduced?

That demand has not reduced we are still attracting in 25% of students from outside of catchment. However, there is a falling birth rate nationally, which is affecting many schools across the UK hence the reason that so many are either at risk of closure if they are a very small school or are having to make structural changes like we are.

Swans in the Pond

Please could you gently remind your children to give the swans and their cygnets plenty of space. We've been made aware that a group of children were seen throwing stones and trying to frighten them last night, and we want to make sure everyone understands how important it is to be kind and respectful to our local wildlife. The adult swans are very protective of their young, so it's safest for everyone to admire them from a distance. Cameras are in place around the pond to help keep an eye on the swans and ensure they remain safe. Thank you for helping us look after these lovely new additions to our community.

Year 2 are very excited for their upcoming trip to Woburn Safari Park on 11 June. The children will have the chance to explore the park, encounter a wonderful variety of animals, and enjoy a guided coach tour around the reserve. This visit is always a highlight of the year and promises to be a memorable day of learning and adventure for everyone.

If you haven't already done so, please complete the packed [lunch E-form](#) by 8 June. If we do not receive a response, we will assume that you will be providing a packed lunch for your child.

Sports Day is on 26 June! KS1 will be in the morning and KS2 in the afternoon. If you have children in both key stages, please leave the playground at lunchtime so we can reset for the afternoon events.

Year 3 Trip

Year 3 Trip to Flag Fen Archaeological Centre

Year 3 will be visiting Flag Fen Archaeological Centre for their school trip on Friday 10th of July this year. Pupils will explore the Bronze Age site, discover fascinating aspects of ancient history, and take part in engaging hands-on activities.

The cost of the trip is £26 per pupil, which covers transport, admission, and all activities. Available to book on Arbor.

This trip is always a highlight of the year, and we look forward to a fantastic day of learning and discovery.

Summer BOSS bookings are live on magic booking and we're gearing up for two fantastic weeks of sunshine, activities, and summer fun. To book your sessions, simply log in via Magic Booking. If you don't yet have a Magic Booking account, [you can find all the information you need here.](#) BOSS will be running during the first two weeks of the summer holidays:

- Monday 20 July - Thursday 23 July
- Monday 27 July - Thursday 30 July

Each day runs from 8:30-3:30, and you can choose the session that suits you best:

- Morning session — 8:30-12:00 (£20)
- Afternoon session — 12:00-3:30 (£20)
- Full day — 8:30-3:30 (£40)

Mix and match or go for full days, whatever works for your summer plans.

These sessions will fill up quickly (and we mean quickly).

A quick but important reminder: all bookings are non-refundable.

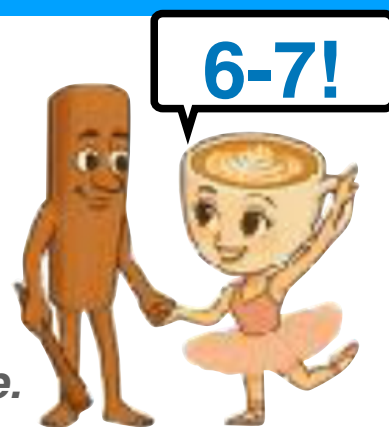


AI is already woven into young people's everyday lives — from the apps they use to the videos they watch, the games they play, and the tools they interact with. As technology continues to evolve, understanding how AI works, how to question it, and how to use it responsibly is becoming just as important as using it confidently. AI Awareness Day is a nationwide initiative designed to help schools build AI literacy in a simple, engaging and age-appropriate way. Through hands-on activities, discussions and curiosity-driven tasks, the aim is to help children develop the critical thinking skills they need to navigate an increasingly digital world.

Yesterday marked the nation's very first AI Awareness Day, Thursday 4 June 2026. Across the country, schools took part in activities that encouraged pupils to explore what AI is, how it affects their daily lives, and how to approach new technologies with both excitement and caution. It's an important step in helping young people feel informed, empowered and safe as they grow up in a world where AI is becoming more and more present.

We live in “The Age of the Screen.”

Screens are everywhere in children's lives. They shape the jokes they tell, the words they use, the friendships they make, and how they see themselves. For most children growing up today, digital life isn't separate from real life. It is real life.



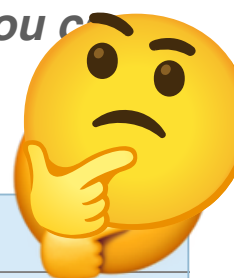
According to Ofcom, almost all children aged 5 to 7 are already using the internet regularly before they've even started school, usually on a family phone or tablet at home. That's not a crisis. But it is a reason to pay attention.



You don't need to be a tech expert to raise a child well in a digital world. You just need to understand enough to have honest conversations, spot the warning signs, and help your child build good habits early. That's what this guide is for.

Every family is different, every child is different, and there's no perfect way to do this. What matters is that you're here, asking the right questions.

We'll look at some of the risks, yes. But we'll also look at what a healthy, happy relationship with technology actually looks like and how you can help your family get there.



Did you know?

Children aged 5–7 spend an average of 1–2 hours a day on screens. By Key Stage 2 that rises to 2–3 hours. Many children exceed recommended limits, especially when gaming and passive video-watching are included. (Ofcom, Children and Parents: Media Use and AKtudes)

What does your child learn in school?

Schools do a great job of teaching your children about online safety. Ask an primary school child about strangers online, and they'll give you the right answer. The problem is that knowing something and doing something are very different things. Schools, broadly speaking, teach the Four Cs when it comes to online risk. It's worth knowing as it gives you a shared language with your child's teacher and a useful way to think about what your family needs to talk about at home.

Content: what they see

Harmful, upsetting or age-inappropriate material, including fake news, AI-generated images, and content promoting self-harm, racism or extreme views. Adult YouTube is 15× more popular with children than YouTube Kids.

Contact: who reaches them

Who can talk to your child, and who they can reach. This covers online bullying, grooming, sexual harassment, and AI companion bots designed to form 'relationships' with young people.

Conduct: how they behave

What your child does online, including how they treat others and how they present themselves. Sharing images, managing their digital footprint, and copyright all fall here.

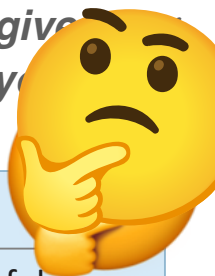
Contract – what they agree to

Children click 'I agree' without reading terms. This covers in-app purchases, phishing, advertising that looks like content, and online gambling mechanics in games.

Children learn by watching. They see adults scrolling on phones at the dinner table, laughing at videos, and posting on social media, and they want in. Which means the most powerful online safety lesson you can give your child doesn't come from a teacher or a worksheet. It comes from you.

Did you know?

The Internet Watch Foundation (IWF) reported a significant rise in AI-generated harmful imagery during 2024. This is one reason why unmonitored AI access carries real risks, even for young children who stumble on it by accident.



Screens, time, and the stuff that actually matters

The question worth asking: "Is this helping my child grow, or just keeping them busy?"

If there's one piece of advice worth holding onto, it's this: the longer you can delay giving your child a smartphone and social media access, the better. The evidence on this is pretty consistent now. It's not about being strict. It's about giving their brains more time to develop before handing them something specifically designed to be hard to put down.

The NHS and World Health Organisation suggest no more than two hours of non-educational screen time a day for children aged 5 to 11. Most children exceed that. But honestly, the clock isn't really the point. Two hours of drawing on a creative app is not the same as two hours of TikTok with autoplay running.



What your child is doing matters more than how long they're doing it.

The platforms your child uses most were engineered to hold attention, and the research is catching up with what many parents already suspected. A 2024 review of 71 studies, covering nearly 100,000 people, found that heavy short-form video use was linked to shorter attention spans, weaker impulse control, and higher rates of anxiety, depression, and loneliness.

Think about the difference between these two evenings. Your child plays a game with you, or watches something together and you chat about it after. Or: they're upstairs, headphones in, alone, autoplay going. Same amount of time. Very different experience. The first one, you're part of it. The second one, nobody is.



Did you know?

The average person globally now spends over 6 hours and 40 minutes a day on internet-connected screens. Children are not immune to this pull — and the apps they use are designed by the same companies.

Make sure you understand the age ratings and risks, before you say yes to an app

There are a handful of apps and games that constantly cause issues, and the peer pressure to use these apps can be enormous. Most of the apps your child wants to use were not built for them. They were built for adults, monetised through advertising and in-app purchases, and designed to keep users scrolling for as long as possible. Knowing what's on each platform and what the age ratings actually mean is a good place to start.



 Snapchat (Age: 13+)

Main Risks: Messages and photos can disappear, encouraging risky behaviour. Children may receive messages from strangers. “Snap Map” can share a child’s live location. Group chats can lead to bullying or pressure. Filters and appearance tools can affect self-esteem. Highly addictive.



 Fortnite (Age: 12+ PEGI, 12+ App Store)

Main Risks: Voice chat means children may hear bad language or speak to strangers. Some game modes include frightening or aggressive content. In-game purchases can become expensive. Children may feel pressure to spend money on skins or battle passes. Long gaming sessions can affect sleep and mood.



 YouTube (Age: 13+)

Main Risks: Autoplay and recommendations can quickly lead to unsuitable videos. Some videos contain misinformation, scams or fake “life hacks”. Children may copy dangerous trends or challenges. Advertising and influencer content can be misleading. Excessive viewing can reduce sleep and concentration.



 Roblox (Age: Parental Guidance Recommended PEGI, 12+ App Store)

Main Risks: Not one game but millions. Some games contain frightening or inappropriate themes. Chat features can expose children to strangers. User-created games vary greatly in quality and safety. Scams involving free Robux are common. Children may spend large amounts on virtual items.

Did you know?



BriQsh children spend an average of 127 minutes a day on TikTok — more than children in any other country. YouTube is the most-used online service for children aged 5–7, and adult YouTube is fifteen times more popular with children than YouTube Kids. (Ofcom, 2024)

Apps and games are deliberately built to make stopping hard.



 Instagram (Age: 13+)

Main Risks: Instagram now defaults to Teen Accounts for under-18s, but only if your child is using their real age. Strong focus on appearance and popularity, “Looksmaxxing”. Reels can become addictive and difficult to stop watching. Children may compare themselves to unrealistic lifestyles or edited images. Strangers can contact children through direct messages. Fake giveaways and scams are common.



 WhatsApp (Age: 13+)

Main Risks: Widely used by older primary children. Group chats can become overwhelming or upsetting. Children may receive unkind messages or be excluded. Scams and fake messages are increasingly common. Images and messages can spread quickly between groups. Children may feel pressure to reply instantly.



 Minecraft (Age: 7+ PEGI)

Main Risks: Although it is creative, imaginative, and genuinely good fun, Minecraft's terms of service require parental consent for users under 13. Online multiplayer servers may expose children to strangers. Some servers include inappropriate language or behaviour. Long play sessions can affect sleep and routines. YouTube content linked to Minecraft can sometimes be unsuitable.



 TikTok (Age: 13+)

Main Risks: Highly addictive, endless scrolling. Algorithms can quickly push extreme or upsetting content. Viral challenges may encourage risky behaviour. Misinformation and AI-generated fake videos are common. Children may encounter inappropriate language or themes. Ofcom data shows 30% of five-to-seven-year-olds use it despite the 13+ age rule.

Did you know?

Around 40% of Roblox users are under the age of 13, yet researchers and child safety organisations have repeatedly found that children can still encounter strangers, sexual language and inappropriate content through chat features and user-created games. (The Guardian, 2026)



Parent tips for managing devices at home

Children learn by copying, not listening

Young children don't do what you tell them. They do what they see you do. If your phone comes to the dinner table, theirs will too. If you scroll during quiet moments, they learn that filling silence with a screen is normal. The most powerful online safety lesson you can give a young child isn't a conversation about staying safe, it's watching you put your own phone down.

Where devices live matters: Simple bedtime rules that help

1. No screens in bedrooms, bedrooms are for rest, not scrolling. Devices live in shared spaces only. Devices in bedrooms, especially at night, are consistently linked to poorer sleep, lower mood and more conflict.
2. No devices one hour before bed. Screens stimulate the brain, delay sleep and make emotions harder to manage the next day.
3. Replace that hour with a story, a conversation or a calm routine. This is one of the strongest protective habits you can build.



“Phone jail” at mealtimes

A phone jail is just a box, a basket or a drawer where all devices go at mealtimes. No one checks their phone. It works because it removes the decision every time. Meals are where children learn to take turns in conversation, read social cues and use language. Thirty minutes of screen-free eating together is worth more than you might think.

Group chats: a gentle word of warning

If and when your child gets a phone, group chats can cause real problems — especially large class chats. Try to keep them to close friends only, in groups of five or six maximum.



Did you know?

Almost a third of children who started Reception last year could not use books correctly, with some trying to swipe or tap the pages like a smartphone. (National Literacy Trust survey, 2026)

Set up Parent controls on devices & apps

You are not failing, the tech is designed to win

Apps and games are deliberately built to make stopping hard. They reduce natural stopping points, trigger reward responses in the brain, and create what researchers call the “endless scroll”. When your child has a meltdown at switch-off time, that’s not bad parenting or bad behaviour. It’s a developing brain meeting a product engineered by very clever adults.

Let the device do the stopping

Use parental controls and built-in screen time limits so the device switches off, not you. When there’s nothing left to argue about, the argument disappears.

Useful links

Here are highly recommended, official online safety resources for parents. These links offer practical advice on setting up parental controls, discussing digital habits, and understanding current apps.

[UK Safer Internet Centre](#): Provides parent-friendly advice on privacy settings, reporting online issues, and starting conversations about internet use.



[Internet Matters](#): A comprehensive portal offering step-by-step guides on setting up broadband and device controls to protect children and family agreements.



[Childnet](#): Offers practical toolkits and guidance for parents, including advice on gaming and social media trends.



[NSPCC Online Safety](#): Essential resources on preventing online abuse, managing compulsive device use, and talking to children about what they see online.



[Common Sense Media](#): Expert reviews and age ratings for apps, games, and streaming services to help you make informed choices before letting your child download them.



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AI is everywhere. What do you need to know?

Generative AI: the age limit is 13

Most children aged 10 and above have encountered generative AI, apps like ChatGPT, Gemini, Copilot or Grok. Almost all of these carry a minimum age requirement of 13. Some primary-age children are accessing them anyway, often because they are already on family devices.

Companion bots: a newer and bigger concern

Companion bots are different from question-answering AI. Apps like Character.AI, Replika and Nomi are built not to answer questions, but to form what feels like a friendship. They use your name, remember past conversations, and are designed to feel like a real relationship.

They are emotionally compelling in ways that other technology isn't, and primary-age children are already finding and using them.

What to do

- Check whether your child has downloaded any chatbots or AI apps
- Search app names you don't recognise; your school's teacher can help
- Have a calm conversation about what these apps do and don't do
- Tell your child that talking to you about anything they see online will never get them into trouble



Gemini



ChatGPT



Copilot



**Meta
(WhatsApp)**



**My AI
(Snapchat)**



Grok



Dola



Character.AI



Replika



Did you know?

The Internet Watch Foundation has reported a rise in AI-generated harmful content being created using publicly available AI tools. This is not about blaming technology — it's about understanding that unsupervised AI access carries real and growing risks for children. *Ofcom consistently finds that children who see upsetting content are less likely to tell an adult if they worry they'll lose access to their devices. Reassurance matters more than rules.*

Ten things to do this week



1. Ask your child what they do online and really listen.
2. Check their top three most-used apps. Do you know what they are?
3. Turn on screen Qme limits. It takes ten minutes; your school can help.
4. Put devices out of reach an hour before bed.
5. Create a family agreement about screen use (see internetmaoers.org).
6. Remove TVs and devices from bedrooms.
7. Check any games your child plays, are parental controls on, and chat turned off?
8. Have one screen-free meal together this week.
9. If your child sees something upseKng, listen first. Reassure them they're not in trouble.
10. Reach out to the school if anything worries you. We're here to help.



Your presence is more powerful than any app.

Speak to us

If anything worries you about your child's online life, please talk to us. You can speak to your child's class teacher or the school's Designated Safeguarding Lead at any Qme. You don't need to have all the answers, you just need to ask.

BUCKDEN PTA RACE NIGHT

★ FRIDAY 19 JUNE 2026 ★

— DOORS OPEN AT 7PM —
— FIRST RACE AT 7.30PM —

£5 PER PERSON
★ OVER 18 ONLY ★

INCLUDES 1ST BET &
NIBBLES FOR THE TABLE

LICENSED
BAR ★

CHEER!

PLACE YOUR
BETS!



LOCATION:
BUCKDEN
PRIMARY SCHOOL HALL

ALL MONEY RAISED GOES
TOWARDS ENHANCING
THE CHILDREN'S
EDUCATION



PLEASE PURCHASE YOUR TICKETS ON PTA EVENTS:
[HTTPS://WWW.PTA-EVENTS.COM/BUCKDENPTA](https://www.pta-events.com/buckdenpta)

Playground Game Ideas

Simon Says - Follow instructions—but only if it starts with “Simon says.”

Playground Game Ideas

Pirates - Pretend the playground is a ship, with adventures and treasure hunts.

Catch Up on Past Newsletters

Early development plays a role in children’s success. The government’s Best Start in Life strategy is strengthening children’s early development by expanding high-quality early education and family support, helping more children start school ready to learn. Regular school attendance builds on these early foundations to support their future success.

Homework

Talk

Linking learning from the classroom to life at home can help to improve language and communication skills. We will continue these discussions in class next week.

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

 P.T.A.
News

B.O.S.S. 
News