

28th September 2026

MOORSIDE PRIMARY SCHOOL AND NURSERY NEWSLETTER



Dear Parents and friends,



I hope you have all had a lovely weekend.

We were delighted to feature in the Harrogate Advertiser last week, celebrating one of our Year 6 leavers, Arthur, who designed a fantastic speed-awareness sign for the new Taylor Wimpey development at Fountains Walk. We are incredibly proud of Arthur and are so pleased to see his design now installed in the community. What a wonderful achievement!

The competition has also highlighted just how important it is for us all to be extra aware and vigilant when driving in areas where children are playing or walking to and from school. Please take extra care and help us to keep our children safe.

Open Day – Please Spread the Word!

A reminder that we are holding our Open Day for current EYFS parents and prospective parents on:

Saturday 10th October, 10am–12pm.

We would love to welcome families into school to have a look around, meet members of our team and find out more about our wonderful school. Please spread the word to any families who may be interested in joining us!

Changes to MarvellousMe

Unfortunately, we received notification last week that our MarvellousMe App will no longer work in the same way from Thursday 1st October. A new system called Rewards & Activities is replacing it. We will send out separate information shortly to explain how to switch to this to continue to receive positive news, updates and information from your child's class teacher going forward.

We know how much families enjoy hearing about the wonderful things their children are doing in school, so we will make sure there is a clear and easy way for you to continue receiving these updates.

Forest School Clothing

Please could you ensure that your child is in appropriate clothing for Forest school - tracksuit bottoms/leggings or trousers, long sleeved tops and sweatshirts with trainers and wellies and waterproofs for wet weather. No fancy dress and 'alternative' footwear please.

Safeguarding Reminder

Just a little reminder that we need to know the name of the person collecting your child if they are not someone already listed on your contacts at school.

If you need to add somebody to your approved collection list, please contact the school office and we will be happy to help.

Please also remember that we cannot release children to anyone under the age of 16.

Thank you, as always, for your support in helping us to keep all of our children safe.



Attendance

Our whole-school attendance last week was 95.80% – well done, everyone!.... JUST short of our weekly goal of at least 96%!

It is fantastic to see our children in school, ready to learn and make the most of every opportunity. Our class attendance figures were:



w/c	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
07.09.26	96.49%	99.17%	99%	96.39%	100%	96%	88.75%
14.09.26	97.14%	98.33%	98.40%	95.45%	100%	96.80%	96.33%
21.09.26	99.29%	95.67%	94%	92.73%	96.80%	94.80%	97.33%

Internet Safety – Helping Children Spot What Is Real Online

AI-generated content, cloned voices, deepfake videos and fabricated screenshots are making it increasingly difficult for young people to recognise what is genuine online.

The attached poster provides a helpful guide to support parents and carers in helping children to develop the confidence and critical-thinking skills they need to question digital content.

We will be sharing the following information with children in school through our internet safety lessons:

- How AI-generated content and deepfakes can appear convincing.
- Why familiar voices, polished presentation and repeated claims should not automatically be trusted.
- The risks linked to fake accounts, impersonation and misinformation.
- The importance of checking sources and verifying messages through another trusted route.



Please do reinforce these messages at home and, where appropriate, check your children's devices and online activity to ensure that they are communicating with genuine friends and people they know, rather than someone who may be posing as another child.

It is important that we work together to help our children stay safe online and develop the skills to question, check and think carefully about the content they see and the people they communicate with.

Please do get in touch with us via the school office if you have any important information or concerns to share so that we can direct you to the best person to help.

Have a wonderful week ahead and thank you for your continued support.

With Best Wishes

Mrs Rowett
Headteacher

Diary Dates:

Monday 28 th September 2026	Reception Phonics Lesson – 2.45pm
Monday 5 th October 2026	Year 3 and Year 4 Trip to Stump Cross Caverns
Friday 9 th October 2026	World Mental Health Day
Saturday 10 th October 2026	Early Years Open Morning
Thursday 15 th October 2026	Year 5 and Year 6 Trip to Eden Camp
W/c 19 th October 2026	Parent Consultations
Tuesday 20 th October 2026	Reception Harvest Festival
W/c 9 th November 2026	Anti-Bullying Week
W/c 9 th November 2026	EYFS & KS1 Nursery Rhyme Week
Wednesday 11 th November 2026	Armistice Day

Come and Play!

*Explore our Nurturing Early Years
Environment and meet our experienced team!*



10am-12pm
Saturday 10th October



Contact admin@moorside-pri.n-yorks.sch.uk
for more information or call 01765 604208

What Parents & Educators Need to Know about WHAT'S REAL ONLINE

WHAT ARE THE RISKS?

Children are growing up in a digital world where seeing and hearing no longer mean they can always believe. One major emerging concern is what UNESCO describes as 'synthetic media': AI-generated audio, images or video, including deepfakes, that can convincingly imitate a person's voice or likeness. As these tools become easier to access, children may encounter manipulated content, cloned voices, and fabricated messages that appear or sound real. Parents and educators therefore need to help them question what they experience online, which can often feel harder when we're experiencing it for the first time, too.

AI-GENERATED CONTENT

Artificial intelligence can now create realistic images, audio, video, and text in a very short time. Online, children may encounter fabricated news clips, AI 'influencers', fake screenshots, or entirely invented events without ever realising they are fake. The real challenge is that this content often looks polished and convincing. Parents and educators need to help children understand that professional-looking content is not automatically reliable and that all digital material should be questioned before it is trusted or shared.

DEEPFAKES LOOK CONVINCING

'Deepfakes' use AI to alter or create images and videos that appear to show a real person doing or saying something that never happened. They are sometimes used to spread false information, embarrass someone, or target people through bullying and image-based abuse. Even when others know the content is fake, the emotional and reputational impact can still be significant – and, in some cases, potentially life threatening. Deepfakes therefore need to be treated as both a digital literacy and safeguarding concern.

FALSE INFORMATION SPREADS

Misinformation is false or misleading information shared without necessarily intending harm, while disinformation is deliberately created to deceive others. Both types can spread quickly through social media, messaging apps, and video platforms. Their popularity, repetition, and confident presentation can make these false claims feel true. Children may also be more likely to trust content shared by friends, influencers, or familiar accounts, making source-checking and verification essential parts of developing their digital literacy.

VOICES CAN BE CLONED

AI tools can copy someone's voice using only a short audio sample. A child may receive a call or voice note that appears to come from a parent, friend, teacher, or trusted adult, but the audio is not genuine. These messages can be used to create panic, request money, obtain information, or pressure a child into secrecy. Hearing a familiar voice is no longer enough to confirm someone's identity, especially when a message is urgent or unusual.

ACCOUNTS MAY BE FAKE

Not every online profile represents the person it claims to be. Fake accounts may impersonate another pupil, a teacher, a family member, or someone connected to the school. They can be used for acts such as bullying, scams, grooming, or manipulation. A convincing photograph, username, or message history does not prove that an account is genuine. Children should be cautious when someone asks for their or someone else's personal information, images, passwords, money, or access to private conversations.

ALGORITHMS INFLUENCE REALITY

Many online platforms, such as social media, are shaped by algorithms that recommend content based on what users view, like, search for, and share. This means children do not see a neutral or balanced version of the world. They may repeatedly encounter similar opinions, misleading claims, or increasingly extreme content. Over time, this repetition can make an opinion feel more common or credible than it really is, because the child may never see this opinion opposed or countered.

Advice for Parents & Educators

PAUSE, CHECK, COMPARE

Teach children not to accept content as true simply because it looks professional, sounds confident, or has been widely shared. Encourage them to pause, identify the original source, check the date, and compare the claim with another reliable source. Ask questions such as: Who created this? What evidence is provided? Could anything have been altered? What is the real motive? Regular, age-appropriate practice helps children develop the critical thinking needed to navigate their online worlds.

VERIFY ANOTHER WAY

A familiar face, voice, or account is no longer enough to confirm someone's identity. If a message is unusual, urgent, or asks for secrecy, money, personal information, or immediate action, children should verify it through a separate route. They should be encouraged to call the person directly using a known number, speak to them face to face, or check with another trusted adult. Families can also agree a private 'code' phrase to help them authenticate genuine emergency messages from each other. This should be something random, non-personal, and known only to the family.

KEEP TALKING OPENLY

Create regular, non-judgemental conversations about what children see, hear, and experience online. Make sure you use parental controls where appropriate and understand each platform's age restrictions. Asking children about new platforms, influencers, unusual messages, or content they are unsure about can help open up valuable conversations. Avoid immediately blaming the child or removing their device, as this may discourage them from disclosing their concerns in the future.

SAVE, REPORT, SUPPORT

When fake content, impersonation, or manipulation targets a child, take it seriously, even if the material is fabricated. Save relevant messages, usernames, links, and screenshots without sharing the content any further. Report it through the platform, follow safeguarding procedures, and escalate concerns involving threats, grooming, sexual content, coercion, or extortion. Remind children that creating or sharing this content, even as a so-called 'joke', can have serious consequences for them and others, and may be difficult to remove once shared online.

Meet Our Expert

Philippa Wraithmell is an educator, author and digital transformation specialist with expertise in digital safeguarding, online safety, AI in education and whole-school digital strategy. She is the Founder and CEO of EdRupture and works with schools, organisations and policymakers to help create safer, more ethical and more effective digital learning environments for children and young people.



#WakeUpWednesday

The National College

See full reference list on our website

X @wake_up_weds

f /www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 19.08.2026