



St Pauls CE (C) Primary School
Learning and growing together in God's love



'There is one body, and one Spirit, just as there is one hope to which God has called you.'

Ephesians 4: 4-5

Weekly Newsletter - Autumn Term – Friday 15th November 2024

Message from the Headteacher

Good afternoon,

What a very busy week it has been! I can't believe how fast it has gone and how much learning has taken place. The children have been incredible this week.

We started the week walking to Church to take part in our Remembrance Service. This was such an important time for us as a school, a chance to come together, sing and pray and take time to reflect on what the day symbolises. George in Year 6 read a poem 'In Flanders Fields' and Winnie, our Year 6 Worship Leader lit the candle to symbolise the start of Worship. I was very proud of the whole school.

There is more information about the Christmas Fair at St. Pauls church on Saturday – I know that some of our children will be having a stall and helping so it would be lovely for you to take time if you can to pop in and support our local church.

Our Asda Cashpot total is rising and it would be lovely in these final 2 weeks if we can hit the £200 jackpot! It doesn't cost anything to download the app and nothing to shop – Asda will simply donate an amount straight into our Cashpot which will come straight to us to spend on our children!

On Friday we have had a learning walk with our Governors and Strategic leader Mrs Harrison. It was wonderful to showcase a typical day in the life of St Pauls and experience the amazing learning journey the children have. The learning behaviours were superb and all children were engaged in their tasks.

Lastly, we have worked as a staff on our new Christian Vision below and how this is so important for the next step of our journey for the future of St. Pauls. We will be hoping to share this with you in school and explain the meaning behind both the vision and the scripture. The children have worked so hard learning about St Paul and the letters he wrote to the Ephesians and what this means for us as our St Pauls family. Please take time to read – any questions please ask.

I hope you all have a lovely weekend.

Miss Gaskell and the St. Paul's Team.

Christian Vision

We welcome all God's children into St. Paul's loving family. We open up horizons of hope and aspiration, and guide our pupils and adults into ways of fulfilling them.

We create a culture that promotes dignity and respect for all to equip our family to live in a modern and diverse Britain, embracing global communities. This will support the flourishing of all, to live well in God's world, with the promise of Jesus to live life in all its fullness.

Class	%
Reception	93.3
Year 1/2	97.3
Year 3/4	94.7
Year 5	100
Year 6	100

Whole School Weekly
Attendance

96.8%

OUR WEEKLY
WINNERS!

Y5/6

Being in school every day is so important to ensure children have the best chance possible of achieving well and reaching their potential.



This term our target as a school is 96%. To help children to achieve this we will be inviting parents into school to speak with Miss Gaskell to look at ways in which we can support to raise the attendance of your child. We will be launching attendance awards and leading assemblies with the children so that they understand the importance of being in school every day and on time.



Diary Dates



Tuesday 10th (pm) and Thursday 12th (am)
December

Reception and Year 1/2 Nativity

Friday 13th December

Whole school Christmas jumper day

Year 3,4,5,6 Pantomime

Tuesday 17th December

10:00am Church Service

Wednesday 18th December

Whole school Christmas dinner

After school Carol Service

Thursday 19th December

Reception and Year 1/2 trip to Amerton

- **The gates close at 8:45am – this is so that we are open for our statutory time of 32.5 hours. Please be on time as the morning session until 9:00am is target learning time for all children.**
- Our school equipment should not be used in the mornings before school. The children are not supervised at this time.
- We still have some children who are taking PE kits home and not bringing them back into school. It is really important that Forest School Kit is separate and PE kit is not used for this club



	Winner!
1	Charlie
2	Evan
3	Francesca
4	Rupert
5	Eva
6	Sebby
7	Arthur





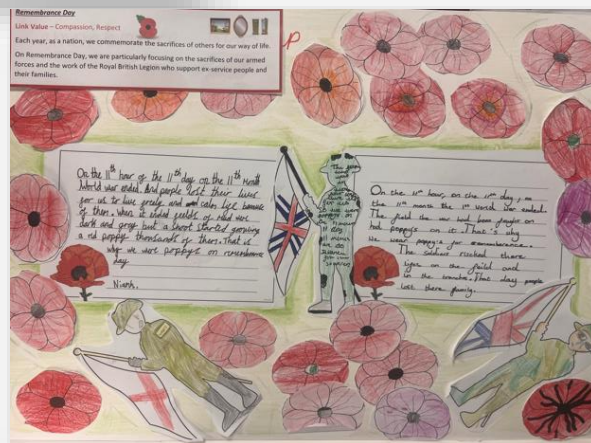
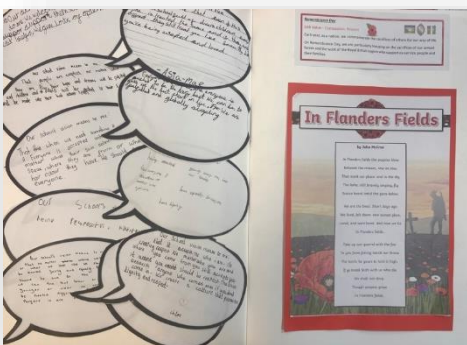
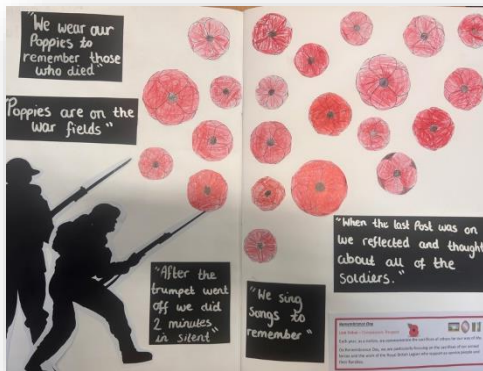
In Flanders Fields

by John McCrae

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved, and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from falling hands we throw
The torch, be yours to hold it high;
If ye break faith with us who die
We shall not sleep,
Though poppies grow
In Flanders fields.





Thankyou so much for today's support for children in Need. The children looked amazing.

Even though we were not directly raising money, the fact that the children learned so much about who receives the money and how important it is that children of the UK get that support.



What a lot of crazy odd socks on Tuesday!
I love these photographs. The children have learned about the importance of being a good friend. Anti-bullying week has taught us to know that any kind of bullying is absolutely not ok and will not be tolerated. Our values of Respect and Friendship have helped us to show this.





Reception



This week has been a busy one in Reception with a visit to church for our Remembrance service and a visit from the nursing team to teach us about how to keep our teeth healthy. We must say a big thank you to our year 6 buddies who helped us as we walked to church, they were extremely caring and thoughtful.



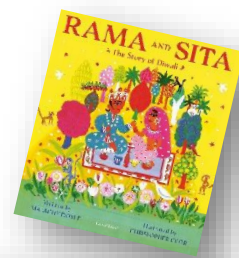
This week reception class have been learning about GCPs: 'z' (zebra), 'qu' (queen), and 'ch' (cherry). We have worked hard on our mark making skills warming up and strengthening our shoulder muscles by using ribbons and practising our prewriting shapes in shaving foam by holding a brush.



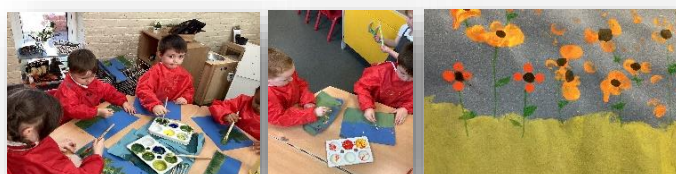
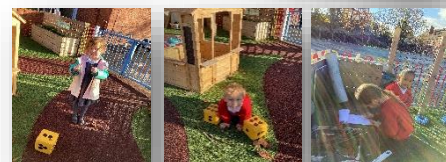
We have also begun our new class story, Six Dinner Sid. This is such a funny story about a naughty cat called Sid who lives in six different houses. He eats six different dinners every day but Sid's six owners don't know what he's up to...we did chuckle!



We have continued our learning linked to our theme of 'Sparkle and Shine'. We listened to the story of Sita and Rama. We learnt that Diwali is a celebration of light overcoming darkness and to remember this, used clay to mould our own Diya lamps. We had to roll the clay into a ball and gently push and pinch the sides to make sure it was big enough to fit in a tea light.



In Maths, we have been learning about the numbers 4 and 5. We have opened our Autumn shop and rolled a dice to ask for a number of sticks, leaves or pinecones. We then used these to build bonfires in the garden, create recipes and even had a go at writing our numbers and ingredients down.



Furthermore, we have been learning to mix coloured paint. We learnt that mixing yell and blue makes green as well as mixing red and yellow paint to make orange. We used this knowledge to paint our own poppy fields. They are superb!

Finally, we finished the week by supporting each other to complete an obstacle course before warming ourselves by the camp fire in forest school.



Reception have continued to 'WOW' us this week!



Year 1 and Year 2



We have had another exciting and busy week in Year 1 and 2. The children have been immersed in the curriculum and enjoying some different practical elements that they have been doing in lessons.

In English we have continued reading *Astro Girl* and the children have been researching Space in preparation for writing their fact files. We have learnt how Astronauts sleep in Space and also about the different planets. In Year 1 Maths this week, the children developed their knowledge of 2D and 3D shapes by using the practical equipment, which they thoroughly enjoyed. For the Year 2 children, as they come to the end of their addition and subtraction topic they have been practising their fluency to consolidate their new knowledge.

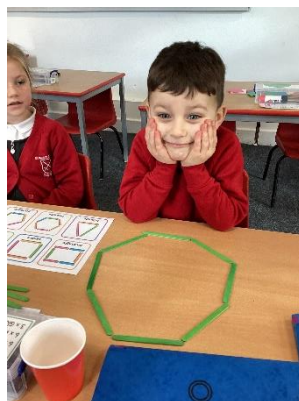
This week for our Science lesson our focus was on what a plant needs to grow. The children had brilliant foundation knowledge on this and were able to develop this knowledge through class discussions. The children then had the opportunity to use their instructions they wrote last week to plant their own cress seeds. We are completing an experiment to see where the plants will grow best. We are hoping to see some changes in our plants soon!

We also began our Art topic for the term, which is focused on simple print making. For the first lesson, the children used their handprints to print in their brand-new sketchbooks. They did 3 different handprints using the 3 primary colours and they were encouraged to layer their prints as well as change the direction of each one. Once the prints had dried, the children then had to sketch flowers over the top of their prints, once again, focussing on layering different medias. The children held so much focus throughout their sketching time they were all determined to succeed!



For the introduction to our History topic this term, which is Guy Fawkes and the Gunpowder Plot, the children first of all, explored our key vocabulary of 'past' and 'present'. Each child was given a photo of something and they had to use their detective skills to decide if it was from the past or present. The children were confident with their decisions and were able to articulate why they thought their photo was from that time very well.

Following on from our Fieldwork lesson last week, the children were asked to use their observational sketches to show where there is already plant life on our school grounds. The children had to use their map skills to ensure they are drawing the plant life accurately onto their map of the school grounds.



Year 3 and Year 4



This week has been another productive one for our Year Three and Four students!

We began exploring the story of Shackleton's journey, using it to delve into the present perfect tense and emotive language. The story has sparked some wonderful discussions and inspired expressive writing.

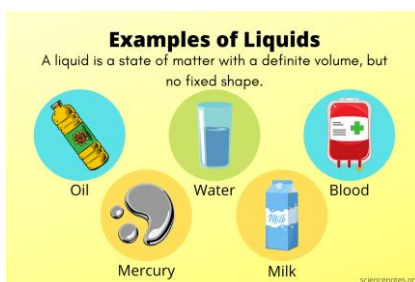


We kicked off a new unit on multiplication and division, building on our hard work with times tables. The students have been thriving, making excellent progress!

In our study of Stone Age settlements, we examined how the advent of farming transformed the lives of ancient humans and led to more permanent communities.

This week, we explored the significance and symbolism of water in Christianity, particularly in relation to the Holy Trinity.

In geography, our focus has been on land use in the UK and how it has evolved over time. We discussed both the positive and negative impacts of urban development and considered its effects on our communities.



In science, we conducted an engaging investigation into different types of fluids, observing how varying levels of viscosity affect fluid behaviour.



Our PE lessons were filled with energy as we explored character and emotion through dance. Students experimented with body movements and positions, embodying different characters and exploring how movement can express feelings and motivations.



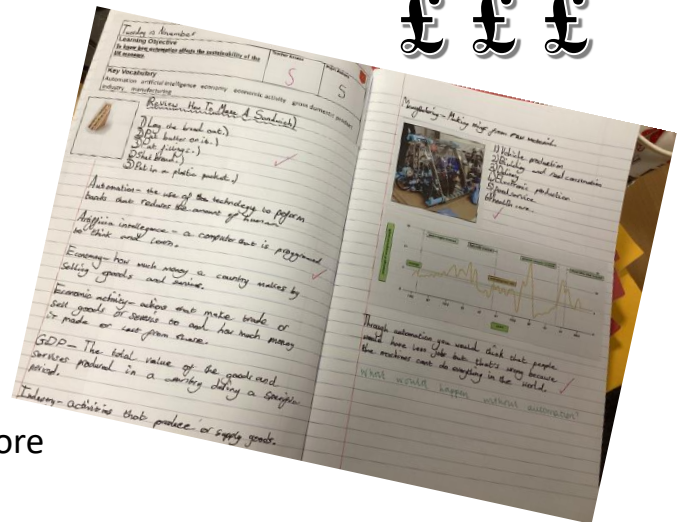
Year 5 and Year 6



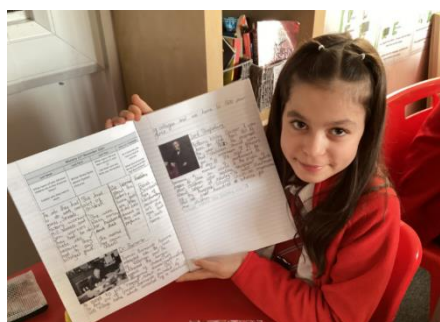
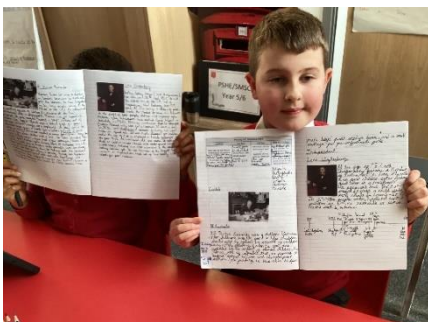
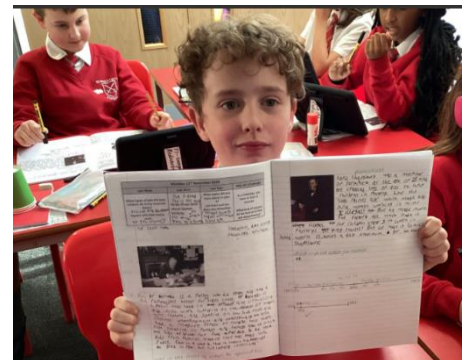
In English Year 5's core text for learning has been 'The Hidden Figures' by Margot Lee Shetterly. This week children have enjoyed learning lots of facts about the four significant figures from the book. Children have been learning about the thoughts and feelings of these characters. They have acted out scenes from the book using the accurate tone and language for certain events in the story.



For Geography Year 5 children have been learning about how automation effects the sustainability of the UK economy. They have been watching lots of videos of how machines are used to help with production of products. They have also discussed that lots of people are required to operate the machines therefore this means that not only are there more jobs but more money for the country.



Year 6 loved learning about Dr Barnardo and Lord Shaftesbury. They did a fantastic job at analysing how they helped poor Victorian children. They made fact files about each of these people and put important events on timelines, including the Ten-Hour Act in 1833 and the Coal Mines Act in 1842.



What's on in the Autumn Term?

Extra-curricular enrichment clubs

Monday

Multi-skills/Netball

Y3, 4, 5 & 6

Tuesday

PALS Dance Club

Y1, 2, 3, 4, 5 & 6

Wednesday

Football

Y1, 2 & 3

Thursday

Lunchtime Choir

Football

Y4, 5 & 6

Friday

Forest School

Y3, 4, 5 & 6

ST. PAUL'S
CHURCH ⊕



ST. PAUL'S
CHURCH ⊕

Come and join us at our

Christmas Fair

Saturday 16th November

1.30pm - 4.00pm

Perfect for Christmas

Cakes, Tea & Coffee

Tombolas &

Free Entry

Raffles



Great gifts,
treats,
arts & crafts



St Paul's Church,
Lichfield Road,
Stafford,
ST17 4LJ



We would be so grateful if you could download the Asda Rewards App and join our Cashpot for St Pauls.

We already have **£190.23** in the pot which is amazing, and this money will come straight back into school!

Please ask at the office if you need any help in how to support us.



Please click on the links below to watch a video about the Flu Vaccination – sent through from our local NHS Team.

Student information: <https://youtu.be/JepMe0BkDil>

Parent information: <https://youtu.be/dnqfhcdLZvs>



WhatsApp safety guide for parents

internet matters.org

16+

WhatsApp's minimum age in the UK*

58%

Kids aged 3-17 who use WhatsApp

37%

Kids under 13 who use WhatsApp



*those who register from 16 February 2024 must be 13 or older. This will apply to all users from April 2024.

5 tips to keep kids safe on WhatsApp

- 1 Review privacy settings** WhatsApp has a range of privacy and security settings to keep users safe. Customise groups, app access, live location and more.
- 2 Customise contacts** Show your child how to report and block unwanted contacts. Then, work with them to add their friends and family. Review and talk about their contacts regularly.
- 3 Talk about personal information** Make sure your child understands what personal information is. Talk about the importance of keeping that information private on WhatsApp.
- 4 Show them where to get support** If something goes wrong or they see something worrying on WhatsApp, make sure they know to come to you, and talk about other sources of support.
- 5 Check in regularly** Once you've done all of the above, check in with them regularly to review settings and how they use WhatsApp.

56

What Parents & Carers Need to Know about GROUP CHATS

64

WHAT ARE THE RISKS?

BULLYING

Unkind comments or images which are purposely aimed at an individual can be shared freely in a group chat – allowing and often encouraging others to join in the bullying behaviour. If this content is shared in a group of their peers (especially a larger group), it serves to amplify the hurt, embarrassment, anxiety and isolation that the victim feels.

EXCLUSION AND ISOLATION

This common issue with group chats can happen in several ways: starting a new group, for instance, but deliberately excluding a certain child. Likewise, the chat may take place on an app which one child doesn't have access to, meaning they can't be involved. A child can also feel isolated when a group chat is used to discuss or share images from an event that everyone else but them attended.

INAPPROPRIATE CONTENT

Some discussions in group chats may include inappropriate words, swearing and unsuitable images or videos. These could be viewed by your child if they are part of that group, whether they actively engage in it or not. Some chat apps have a disappearing message function, so your child may be unable to report something they've seen because it can only be viewed once or for a short time.

SHARING GROUP CONTENT

It's important to remember that – while the content of the chat is private between those in the group – individual users can easily share a message, photo or video with others outside of the group or screenshot what's been posted. The risk of something your child intended as private becoming public (and potentially going viral) is higher if there are people they don't know well in the group.

UNKNOWN MEMBERS

Within larger group chats, it's more likely your child will be communicating with people they don't really know. These strangers may be friends of the host, but not necessarily friendly toward your child. It's wise for young people not to share personal details and stay aware that they have no control over the messages and images they share after they've put them online.

NOTIFICATIONS AND FOMO

A drawback of large group chats is the sheer number of notifications. Every time someone in the group messages, your child's device will be 'pinged' with an alert: potentially, this could mean hundreds of notifications a day. Not only is this highly distracting, but young people's fear of missing out on the latest conversation results in increased screen time as they try to keep up with the chat.

Advice for Parents & Carers

CONSIDER OTHERS' FEELINGS

Group chats are often an arena for young people to gain social status. This could cause them to do or say things on impulse, which could upset others in the group. Encourage your child to consider how other people might feel if they engaged in this behaviour. If your child does upset a member of their group chat, support them to reach out, show empathy and apologise for their mistake.

PRACTISE SAFE SHARING

In any online communication, it's vital for young people to be aware of what they're sharing and who might potentially see it. Discuss the importance of not revealing identifiable details like their address, their school or photos that they wouldn't like to be seen widely. Remind them that once something is shared in a group, they lose control of where it may end up and how it might be used.

GIVE SUPPORT, NOT JUDGEMENT

Remind your child that they can confide in you if they feel bullied or excluded in a group chat, instead of responding to the person who's upset them. Validate their hurt feelings and help to put them back in control by discussing how they'd like to handle the situation. On a related note, you could also empower your child to speak up if they're in a chat where others are being picked on.

AVOID INVITING STRANGERS

Sadly, many individuals online hide their true identity to gain a child's trust – for example, to gather information on them, to exchange inappropriate content or to coax them into doing things they aren't comfortable with. Ensure your child understands why they shouldn't add people they don't know to a group chat – and, especially, to never accept a group chat invitation from a stranger.

BLOCK, REPORT AND LEAVE

If your child is in a chat where inappropriate content is being shared, advise them to block the users sending the material, report them to the host app or platform and exit the group. If any of this content could be putting a minor at risk, contact the police. Emphasise to your child that it's OK for them to simply leave any group chat that they don't feel comfortable being a part of.

SILENCE NOTIFICATIONS

Having a phone or tablet bombarded with notifications from a group chat can be a massive irritation and distraction – especially if it's happening late in the evening. Explain to your child that they can still be part of the group chat, but that it would be healthier for them to turn off or mute the notifications and catch up with the conversation at a time which better suits them.

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 carried out research for the Australian government comparing Internet use and sexting behaviour of young people in the UK, USA and Australia.



NOS National Online Safety®
#WakeUpWednesday

<https://www.nationalonlinesafety.com> | <https://www.nationalonlinesafety.com/parents-carers> | <https://www.nationalonlinesafety.com/online-safety/local-media/chat-apps>



www.nationalonlinesafety.com



@natonlinesafety



/NationalOnlineSafety



@nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 27.04.2022



Phone Safety Tips (from UK Safer Internet Centre). Further information <https://saferinternet.org.uk/guide-and->



Talk with your child about responsible use of their phone

Discuss what is okay and not okay to use their phone for. Talk about time limits and expectations of where the device can and cannot be used, this could include things like the phone being charged outside their bedroom overnight.



Discuss what to do if something upsetting or worrying happens

Give them the strategies they need in case something concerning happens whilst they are using their device. This could be to lock the screen and tell an adult, to make a report to the platform they are using, or to block the user.



Explore parental controls

Take a look at the controls available both on the phone itself and on your home Wi-Fi. Talk these through with your child too. Parental controls are a helpful tool, but an open conversation with your child is the most important thing.

[resource/parents-and-carers/phones](https://saferinternet.org.uk/guide-and-resource/parents-and-carers/phones)

SAFEGUARDING CONCERNS

If you have any Safeguarding concerns, please contact Miss Gaskell (DSL) 01785 337436 Or Staffordshire Safeguarding Board 0300 1118007



Staffordshire
**Safeguarding
Children Board**

**Keeping
children safe
is everyone's
responsibility**



SEND Questions

If you have any questions about your child regarding Special Educational Needs, please contact Mrs Nevins-Stanford (SENDCo) 01785 337436