



*'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 30<sup>th</sup> November 2024*

### **Message from the Headteacher**

Good afternoon

We are already on the last newsletter of November! Where has the month gone?

Our final 3 weeks are set to be busy as we enter the month of December and the time of Advent and Christmas in our Church Calendar.

Our theme for the term is Compassion, and this week we welcomed Mrs Welton, a colleague from St Bartholomew's to lead Whole School Worship. The children were absolutely fantastic! They were respectful, kind, calm and sensible, giving some amazing contributions and showing their knowledge of our vision. Well done to all – I was incredibly proud.

Last week, we sent out a parent survey. Thank you to everyone who took the time to answer the questions. It really is appreciated. We have read every answer and taken on board the feedback. Your views are so important, and I have begun to meet with parents to discuss how we can work together to address any issues.

One area we will continue to work hard to promote positively between home and school is reading. Reading is so important – as a skill to learn but also the enjoyment of reading for pleasure. I have been looking at ways to promote reading this week but also how parental engagement can be improved. With the addition and success of the iPads we have in school, and how much we have seen children become more engaged in learning, we are going to be introducing an e-book library which will contain hundreds of new books for the children that they will not have read. This will provide lots of opportunities for children to read their interests and a range of fiction and non-fiction books. Lots more information to come. We will be holding an information evening after school - dates to follow on Monday.

Please also look out for information being sent out via dojo about the curriculum and what your child is learning. There will be prompts to help support conversations around learning at home.

Can I please also take this opportunity to remind parents about homework. We said at the beginning of the term that the daily 'little and often' works best for our children – and daily reading, spelling and times tables are such key skills to keep practicing to support with learning. I will be sending out a support sheet for filling in the reading diaries after you have listened to your child read – and the types of questions you can ask. Once you have received your help sheets next week, if you have any questions please just ask your teacher via dojo or when you see any member of staff on the playground.

I hope you all have a lovely weekend. If you are Christmas shopping or putting the decorations up - enjoy!

Miss Gaskell and the St Pauls Team

Class	%
Reception	97.3
Year 1/2	95.7
Year 3/4	95.3
Year 5	93.8
Year 6	100

Whole School  
Weekly Attendance

**96.8%**

OUR WEEKLY  
WINNERS!

**Year 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 10<sup>th</sup> (pm) and Thursday 12<sup>th</sup> (am)**  
**December**

Reception and Year 1/2 Nativity

**Friday 13<sup>th</sup> December**

Whole school Christmas jumper day

Year 3,4,5,6 Pantomime

**Tuesday 17<sup>th</sup> December**

10:00am Church Service

**Wednesday 18<sup>th</sup> December**

Whole school Christmas dinner

After school Carol Service

**Thursday 19<sup>th</sup> 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

Class	Winner!
Reception	Courtney
Year 1	Zeenat
Year 2	Clemmie
Year 3	Arjun
Year 4	Freddie
Year 5	Sienna
Year 6	Chloe

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

## Values Award

Congratulations

For being a shining rainbow in our learning community, showing the value

**Respect** of \_\_\_\_\_

**Excellence** of \_\_\_\_\_

**Perseverance** of \_\_\_\_\_

**Belief and Courage** of \_\_\_\_\_

**Equality** of \_\_\_\_\_

**Honest** of \_\_\_\_\_

**Friendship and Love** of \_\_\_\_\_

## Swords of Success Award

Congratulations

\_\_\_\_\_

Their excellence in building their knowledge and skills in \_\_\_\_\_

St Pauls CE (C) Primary School  
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Class	Winner!
Reception	Lumen
Year 1	Henry
Year 2	Ewan
Year 3	Sam
Year 4	Pierre
Year 5	Tyler
Year 6	Sienna







The weather has not slowed us down in Reception this week as we have still been out exploring and learning both indoors and out.



We have continued planning our parties with a new party hut shop. Children have used counters to purchase items such as party hats, plates and cups. Children counted carefully to 5 and some even offered change as they calculated what they could buy for 5. In the role play area, children have set up their own parties, making sure they had enough provisions for each guest. Children also practised their counting skills to 10 outside by creating their own obstacle courses.



During our afternoon learning, children have listened carefully and shared their own experiences of birthdays they have had. They talked about their birthday cakes and special days out celebrating with their families with confidence in front of their friends.

In Maths this week, we have been learning all about rectangles and squares. Children talked confidently about the number of sides and corners a shape had to sort them correctly before going on a shape walk around the school spotting where they could find shapes hidden within others. We found circles hiding in squares, triangles in rectangles and then used these shapes to create our own hidden shape pictures.

In phonics, we have been reviewing all previously taught sounds and reading an increasing number of words that end with /s/ such as 'things', 'chips' and 'shells'. They are also working hard to become more fluent in reading tricky words such as: 'the', 'and', 'his', 'she', 'he' and 'her'.

Finally, we spent Wednesday afternoon sharing the story of the Nativity. Children decorated a candle and discussed why Jesus is considered special to Christians. We have also been rehearsing the songs for our nativity and cannot wait to share these soon in front of our families and friends.





# Year 1 and Year 2



Week 4 of the term has been another busy and exciting week for Year 1 and 2!

In Phonics, Year 1 children have been working super hard learning the alternative pronunciations of their sounds, they have wowed me with how much they have remembered! The children began writing their very important letters to Santa and it has been a joy to watch them use their learning from class and apply it when writing up their final letter.

Year 2 children have continued working on Shape this week, they were tasked with working out a Shape riddle in one of their Maths lessons and by working as a team and using their knowledge they completed this brilliantly! In Year 1 Maths, we have continued consolidating knowledge on subtractions within 10 and 20, the children are becoming much quicker at working these calculations out mentally.

Continuing on our Staying Healthy topic in PSHE, this week the children focused on eating a healthy and balanced diet. They created a beautiful food rainbow for our floor book as a reminder to 'Eat the rainbow!'. Some children also created their own dinner plates showing a balanced diet which included all the food groups.



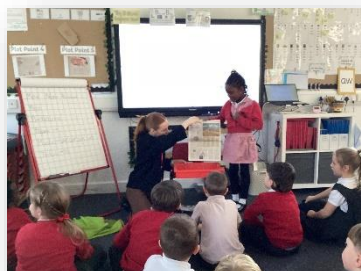
After their success in leaf rubbings last week, the children continued to use this method in Art, however they developed this by creating a collage in their sketchbooks of their rubbings. The children were encouraged to find different shaped leaves as well as trying different positions and layering their rubbings as well. The children were very proud of their results!

In RE, we have been looking at Incarnation, as part of this our focus this week was looking at Christmas symbols and where they appeared in the Christmas story.

We talked through the different Christmas symbols.

We completed a mini-investigation in Science in line with our Materials topic. We were testing the best material for an umbrella. The children tested if each material was light or heavy, waterproof or absorbent and strong or fragile. The children made some very good predictions about which material would be best, and they concluded that the best material would be plastic. It was lovely to see the children so engaged in this experiment.

Well done on another successful week Year 1/2!





# Year 3 and Year 4



Year 3/4 have had another incredible week of learning, filled with curiosity, creativity, and exploration!

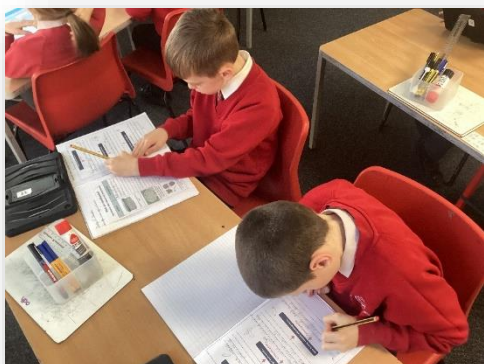
In history, we delved into the fascinating world of the Bronze Age, focusing on the process of smelting. We learned how ancient people extracted metals like bronze from ores, turning raw materials into tools and weapons that revolutionized their lives. It was amazing to see how these innovations shaped early civilizations.

In geography, we explored the physical features of Greater London, identifying key landmarks and geographical traits. This work has prepared us to compare and contrast London with our own locality in Stafford, helping us understand how different regions develop and change.

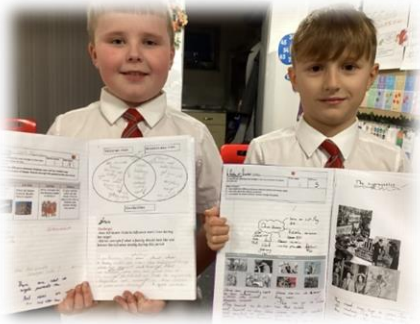
In science, we investigated the water cycle, learning how processes like evaporation, condensation, and precipitation are driven by changes of state. We discussed why the water cycle is so vital for life on Earth and even drew diagrams to show our understanding.

Our computing lessons saw us channel our creativity into making stop-motion animations of Stone Age scenes. Using storyboards from last week, we carefully planned and filmed our animations, bringing history to life with technology!

In RE, we examined modern and traditional baptisms, reflecting on the significance of water as a symbol of purity and new beginnings.



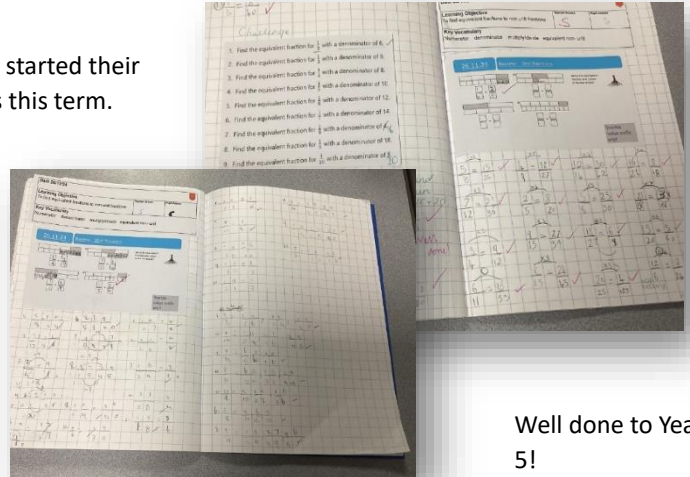
# Year 5 and Year 6



Year 5 have been busy this term learning about the impact of Queen Victoria on Britain. They have learnt about Queen Victoria and her family, the industrial revolution and the lives of men, women and children during this period in History. Children enjoyed learning about the Suffragettes and how women showed belief and courage to fight for their rights.

Year 5 have also started their unit on Fractions this term.

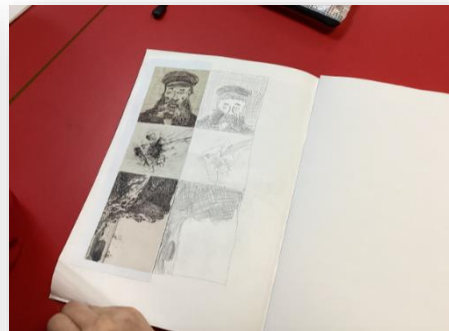
We have started with recapping on different types of fractions and understanding vocabulary such as denominator and numerator. We then went on to learn about equivalent fractions of unit and non-unit fractions. They did find this step tricky as it required them to use their knowledge of times tables. They persevered and continued to work hard as always.



Well done to Year 5!



In year 6, we have loved practising our art skills using the formal elements of line, pattern, texture and form. We have been looking at the artist Kevork Mourad and developing on his mark making in preparation for our final project. We are working towards creating monotype prints in the form of an artists book, where everyone will showcase their designs and individual styles of printing and collage!



# 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





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

We already have **£216.32** 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.



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# What Parents & Carers Need to Know about GROUP CHATS

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## 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

Source: <https://www.bbc.com/news/health-56111111>, <https://www.theguardian.com/technology/2017/jun/21/online-safety-social-media-chat-apps>



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



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<https://saferinternet.org.uk/guide-and-resource/parents-and-carers/phones>



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.



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.



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.

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**



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