



'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 8th November 2024

Message from the Headteacher

Good afternoon and welcome back!

What a lovely start to the new term we have had, with welcoming you all into school for our first parent's evening of the year. Thank you so much for attending – we really appreciate how supportive you are and it was amazing to see so many of you over the two evenings.

On Thursday morning we had our phonics workshop. These events will take place throughout the year and are so important to give information about your child's learning and how you can support at home. As always, our workshop materials will be emailed out as well as going on to the website. Your support for future events is encouraged and welcomed.

Next week is another busy week. It is anti-bullying week and part of this is Odd Socks Day on Tuesday 12th November. We are asking that as many children as possible join in with this important event, wearing school uniform but wearing the brightest odd socks they can find! This year the theme is 'Choose Respect' which is such an important message and one in which we teach every day at St Pauls with our Christian Value of Respect.

Monday is Remembrance Day where we will be walking to the church to take part in a short service and a quiet time to reflect. The children have been working hard to learn a song called 'We will remember.'

On Friday it is Children in Need. This year we will not be raising money as we have already supported some amazing causes so far this year – however we will be showing our support and raising awareness. (If you would like to donate to Children in Need we will be displaying the QR in the front entrance on the notice board to give quick access and donate directly.) The children can dress up in something yellow or spotty, or the children may just like to wear their uniform and wear a Children in Need headband, yellow bows in their hair or spotty scarf. Be creative! During the day we will be learning about the charity and taking part in some learning and creative activities.

Finally, what an amazing week for attendance! 100% in 3 classes and 97% overall. Being in school is so important and key learning is missed when absent – even if just for a day. Your continued support to make sure the children are **Here Every day Ready On** time and making them Heroes is brilliant!

Have a lovely weekend

See you all on Monday

Miss Gaskell and the St. Paul's Team.

Class	%
Reception	100%
Year 1/2	97%
Year 3/4	100%
Year 5	100%
Year 6	96%

Whole School Weekly Attendance

96.82%

OUR WEEKLY WINNERS!

YR/3/4/5

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

- 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**



Remembrance Church Service

Monday 11th November

New Reception Class 2025 Open Day

Tuesday 12th November 9:30am and 1:30pm

Wednesday 13th November

Reception and Year 6 Heights and weights

Friday 15th November

Whole school flu Vaccinations

Children in Need



Class	Winner!
Reception	Carter
Year 1	Daniel
Year 2	Lana
Year 3	Orla
Year 4	Aous
Year 5	Marsie
Year 6	Ruby

Values Award

Congratulations

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

Respect

Excellence

of

Perseverance

Belief and Courage

Equality

Honest

Friendship and Love



Swords of Success Award

Congratulations

Their excellence in building their knowledge and skills in

Respect

Excellence

Perseverance

Belief and Courage

Equality

Honest

Friendship and Love

Class	Winner!
Reception	Albie
Year 1	Ava
Year 2	Isaac
Year 3	Robyn
Year 4	Daisy
Year 5	Sienna
Year 6	Jethro

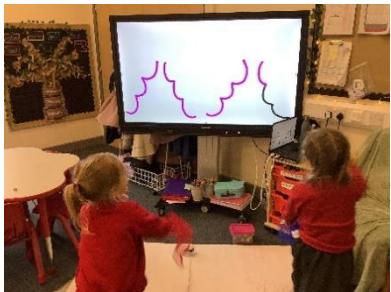




LOOK what we're LEARNING!

Reception

This week reception class have been learning about GCPs: 'v' (volcano), 'w' (wave), 'x' (box), and 'y' (yo-yo). We have worked hard on our mark making skills to form the diagonal up – down lines of these graphemes. We have also been reading our new texts that were sent home on Thursday.



On Tuesday, we began our new learning (Sparkle and Shine) all about celebrations. We have been learning about Diwali, Bonfire Night and celebrating the achievements Pablo Fanque who was the 'Great Victorian Showman'. We have made Rangoli plates, fireworks and rehearsed our circus skills.



In Maths, we have been learning about circles and triangles. Counting the numbers of corners and sides, describing these as straight or curved. We have also been consolidating our knowledge of 1, 2 and 3, rolling a dice to create our own bonfire pictures using leaves and sticks.



This week has really started with a 'bang' for our sparkling Reception learners!



Year 1 and Year 2

Our first week back in Year 1 and 2 has been a very busy one! We have begun learning about all of our new topics for this term and the children have enjoyed developing their knowledge across the whole curriculum.

We began looking our new text in English 'Astro Girl', the children have loved learning facts about Space and how to become an astronaut. We have been collecting lots of facts as next week we will be writing a fact file all about Space using our new knowledge!

In Maths, Year 2 children have continued to work on addition and subtraction. They have shown excellent resilience this week as the learning has been trickier and testing their brains, however they are taking on the challenge brilliantly! Year 1 children have begun looking at 3D and 2D shapes, the children have loved the practical elements of these lessons and using the concrete resources to build models using different shapes.



Our focus in science this week was learning how to grow a plant. The children learnt the process of how to plant and nurture a seed for it to grow into a plant. They then used this knowledge to write a set of instructions about how to complete this process successfully.

We have celebrated Black History Month this week, the class were given a significant figure to learn about and our person was Katherine Johnson. The children really enjoyed learning about Katherine's life and the obstacles she had to overcome. They also used their Space knowledge from English to make some excellent connections. They had some insightful thoughts on how Katherine may have been feeling at points in her life and some amazing advice on how we can include and be kind to everyone.

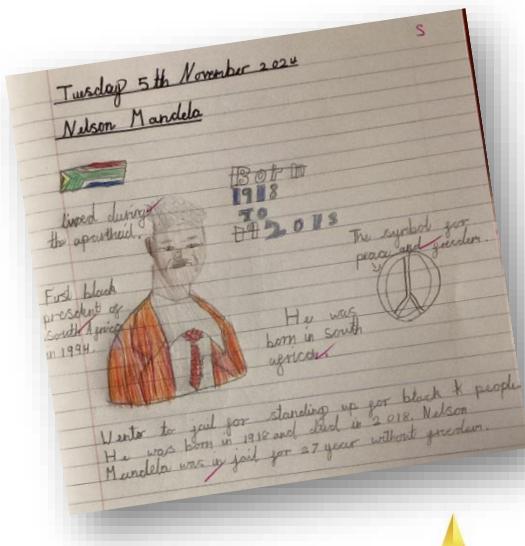
We carried out our first fieldwork lesson in Geography this week.



Our enquiry question is 'Where on our school grounds could we encourage plant life?' The children explored the school grounds and made observational drawings of the plant life we already have on our school grounds. The children really enjoyed completing this activity.



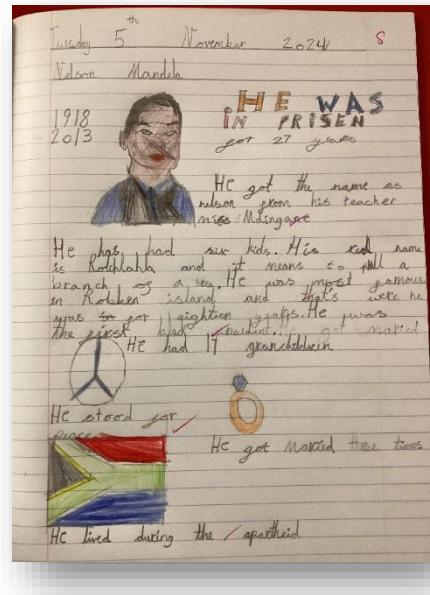
Year 3 and Year 4



their understanding of perseverance and courage.

In the first week back after half-term, the children dove into a variety of engaging and enriching activities across the curriculum. Black History Month continued to inspire learning, with a spotlight on the life and contributions of Nelson Mandela. In reading and history lessons, students explored

Mandela's journey, his fight against apartheid, and his lasting impact on justice and equality. These discussions helped deepen



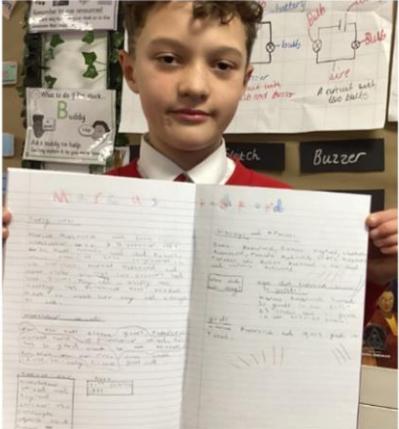
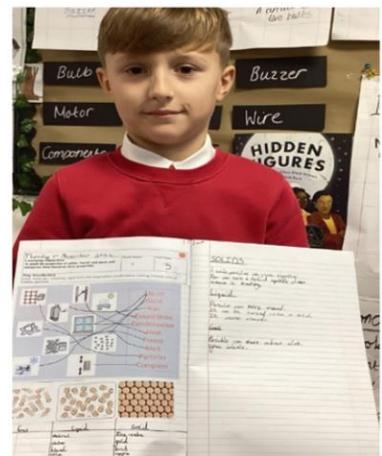
In computing, the children were introduced to stop-motion animation, a skill that combined creativity and technical understanding. They enjoyed making their own flip books, experimenting with drawing and sequencing to create simple animations. This hands-on project allowed them to experience the basics of animation and storytelling in a fun and interactive way.



Dance lessons brought a burst of energy to the week, with the children drawing inspiration from *Matilda*. They improvised dance movements to express emotions and scenes from the story, tapping into their imagination. To add structure, they learned the Jazz Box Step, a lively sequence that brought rhythm and organization to their performance. This step also introduced them to basic jazz dance fundamentals, which they incorporated into their final routines.

Year 5 and Year 6

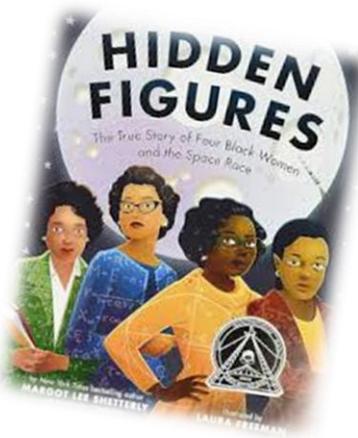
Year 5 have started their new topic on Solids, Liquids and Gases. To begin with we looked at understanding some of the key vocabulary that we will be coming across through this unit. The children then enjoyed learning about the different states of matter. They described and explained the particle models of matter. They also used everyday examples such as ice cubes (solid), liquid (water) and steam (gas).



For Black History month, Year 5 have been learning about a significant figure called Marcus Rashford. They researched lots of facts about Marcus's life, career and all the great charities that he supports.

Children produced very detailed and descriptive facts files about Marcus Rushford. Through guided Reading sessions children have understood the impact of a famous person using his voice to make changes in society. Especially his impact on free school meals.

Year 6 have begun their new writing topic based on the book 'hidden figures', which tells us all about the black women who were a crucial part of getting some of the first aircraft's into space. They are going to be writing a non-chronological report about these amazing women so, in preparation, they have deconstructed a WAGOLL and identified the features. They have really enjoyed researching, grouping headings and asking lots of questions about this important topic.



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

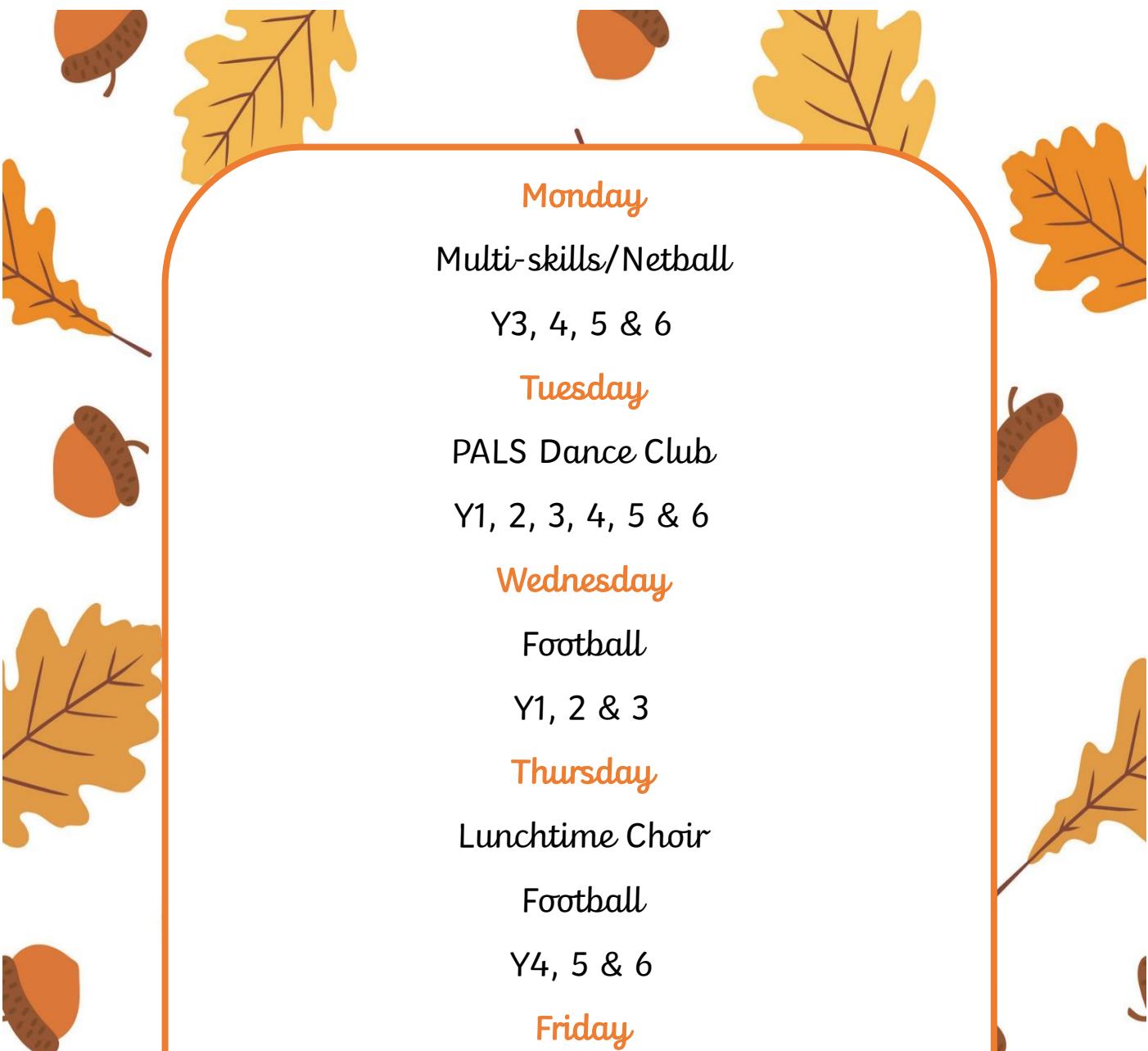
Football

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 **£178.50** 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/JepMe0BkDlI>

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



WhatsApp safety guide for parents

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.

What Parents & Carers Need to Know about GROUP CHATS

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.

56

64

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.

CENSORED

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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.



National Online Safety®
#WakeUpWednesday

For more information on group chats, visit www.nationalonlinesafety.com/group-chats



www.nationalonlinesafety.com



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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.



Staffordshire Safeguarding Children Board

