

St Barnabas and St Paul's CE Primary School Newsletter



12.06.26

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on *Colossians 3:23*, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'

Leadership Welcome

Dear Parents/Carers,

This week, our Year 1 children completed their Phonics Screening Check and our Year 4 children completed their Multiplication Tables Check. We are very proud of all their hard work and effort in these areas this year. Results will be shared in end-of-year reports.

Next week is Assessment Week for all children. Please make sure your child attends school every day so teachers can see the progress they have made this year.

There are also lots of exciting activities and events planned over the next few weeks, and we don't want any child to miss out. Please ensure your child is a SBSP Attendance Hero by sending your child into school every day. If you need any support with this, please contact school.

This week, the children also learned about the FIFA Club World Cup, which has started in the USA, Mexico and Canada. Each class has been given a team to follow during the tournament. As the football excitement begins to grow, there is only one thing left to say...

Come on England!

Mrs Pratt

(Acting Deputy Headteacher)



Pupils of the Week

	Star Pupil	Christian Value	Manners Matter
RB	Inaayah A	Ayaan A	M.Daniyal K
RP	Ayaan	M. Zayan S	Haniya I
1B	All of 1B	Zain A	Momina I
1P	All of 1P	M.Aahil S	Hajra U
2B	Hania N	Zahrah B	Abdul B
2P	Anniyah A	Subhan R	Haadiyah N
3B	Mohammed Ali	Musa S	Rahman A
3P	Rihanna Ali	Shifa Hussain	Mesam Naqvi Shah
4B	Fatima P	Awais A	Saib A
4P	Habeebah A	Abdul-Hadi S	Umar A
5B	Muhammad W	Hamzah A	Faizan Z
5P	Mustafa A	Jack M	M. Is'haaq R
6B	Qaasim S	Rawin A	Muminah U
6P	Amina H	Louis D	Hassan M



Times Table Rockstar
Champion:



Attendance

Be an attendance hero- Here, Ready, On time, Every day!

Class	Percentage	
RB	96.6%	
RP	98%	
1B	96.7%	
1P	98%	
2B	96.6%	
2P	99%	
3B	96.6%	
3P	98.3%	
4B	98.3%	
4P	97.3%	
5B	99.7%	★
5P	99.7%	★
6B	99.7%	★
6P	98%	

Our whole school target is 96%

Has your class met the target this week?

Well done to both Y5 classes for the best attendance this week.

RB has the most improved attendance from last week - keep this up!

Overall attendance average this week is 98.1% - well done!

Diary dates:

Date	Event
Monday 15 th June - Friday 19 th June	Assessment Week
Monday 15 th June	PSHE and RSHE Parent Consultation
Wednesday 17 th June	4B Bolton River Study
Thursday 18 th June	4P Bolton River Study
Thursday 18 th June	Y6 Blackpool Pleasure Beach trip
Friday 19 th June (celebrated Sunday 21 st June)	Father's Day Celebrations
Tuesday 23 rd June	Y3 Liverpool Museum
Monday 29 th June	Summer Fayre and BBQ
Tuesday 30 th June	KS2 Poetry Event
Thursday 2 nd July	Whole School Transition Day
Friday 3 rd July	Y5 Canalside
Friday 3 rd July	Termly Attendance winners (Summer)
Friday 10 th July	End of Year Reports to Parents
Monday 6 th July	Year 4/ 5/6 End of Year Rewards
Tuesday 7 th July	KS2 SATs Results
Tuesday 7 th July	Wimbledon for group of KS2 pupils
Wednesday 8 th July	Rec/ Year 1 End of Year Rewards
Thursday 9 th July	Y6 London Trip
Friday 10 th July	Y2/3 End of Year Rewards
Monday 13 th July	Y6 Graduation
Wednesday 15 th July	Year 6 Performance
Friday 17 th July	School closes at 1:30pm for the summer holidays

Year Group News

We have hit the ground running for our final half term in Year 5! With lots of events and fun events planned we have been powering through our learning so we are ready for Year 6. In English, Year 5 have been learning about the artist and writer Jean-Michel Basquiat through the book *Radiant Child*. The children have explored his early life and using the text to develop their reading, writing and discussion skills. They have considered how Basquiat expressed his ideas through art and have begun to make links between his experiences.

In History, we have begun learning about the ancient Greeks and the lasting legacy they left behind. They have explored where they came from and their beliefs. We will also be exploring ideas which have influenced modern life, including democracy, sport, language and architecture. In Science, the children have been investigating changing materials by exploring dissolving, filtering and sieving. Through practical experiments, they have developed their scientific enquiry skills and learned how different methods can be used to separate mixtures.

In RE, we have been learning about how the news of Jesus' resurrection spread around the world, focusing on the events that followed Pentecost and the role of the disciples in sharing the Christian message.

In Art, the children have studied the work of Chila Kumari Singh Burman and explored the themes, colours and techniques used in her artwork. They have also begun working with mixed media, experimenting with combining different materials and processes to create imaginative and expressive self portraits.



E Safety Tip

10 Top Tips for Parents and Educators HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.



2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.



6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.



7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.



E Safety Tip

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.



Prayer for Perseverance



Dear God,

Thank you for helping us learn and grow each day.

When things are difficult, give us the courage to keep trying. Help us to persevere, even when we make mistakes or face challenges. Remind us that every step forward helps us become stronger and wiser.

Help us to encourage one another, to be patient with ourselves, and to never give up on doing our best.

Amen.