



**Weekly Newsletter**  
**St Cuthbert's Catholic Primary School**



Week ending 8th May 2026

Dear All

I hope you all enjoyed the long weekend and patches of good weather!

The children shared their views during Pupil Parliament on Tuesday as they met in their groups. The whole school moved into different areas to discuss how we can improve life at St Cuthbert's. It is great to have their views and action some of their suggestions.

The Musician of the Year auditions were held yesterday, and we had an array of talented children come to share their performances. We now need to decide which two acts will go forward to represent our school at the Xavier competition!

Thank you so much for your contributions to the parents' survey. I am so grateful for your views and help in highlighting any areas that require further attention.

The Y6 children complete their SATs tests next week. They have been working so hard and are ready for the challenge. Each and every one of them deserves to be successful, and I am confident that they will be! Please keep them all in your prayers.

In the Gospel, Jesus reveals His deep and close connection with God the Father. This coming week, children will learn that through Jesus, we too can have a close relationship with God. God longs for us to follow Him and to fill our hearts with His love.

***"In that day you will know that I am in my Father, and you in me, and I in you."***

***John 14:20***

Have a lovely weekend.

Mrs Rainbow

***"We are a Catholic community, living and learning in faith. Through the Gospel values of faith, hope, trust and love, we aim to recognise individuality and enable each other to fulfil our potential"***

## Fair Dojo Winners:

F **faith**

A **appreciate** and **articulate**

I **independence** and **initiative**

R **respect** and **resilience**

**Abdul-Samad** in Reception - for great independent learning and always trying a different range of challenges.

**Vivi** in Year 1 - for being both methodical and creative when creating the most wonderful piece of weaving.

**Nyameaye** in Year 2 - for her initiative and independence in the classroom and making sure all her work is presented so beautifully.

**Mackenzie** in Year 3 - for focusing well in lessons and working independently on both her learning and presentation.

**Theo** in Year 4 - for consistently shows faith in himself and others, faces challenges with quiet positivity, and brings a calm, reassuring presence to our classroom.

**The Whole of Year 5** - for their amazing performance in their class assembly.

**Mia W** in Year 6 - for a wonderfully articulate and descriptive answer in Guided Reading.



## The Week That Was - KS1

**EYFS:** This week Reception have been continuing our learning on the Holy Spirit. We read a book called Gently Bently and learned about times when it's important to be gentle. We also read a story called My Best Friend the Holy Spirit, where the Holy Spirit takes on different forms to help us through life. We then drew pictures of what we thought the Holy Spirit might look like to us. In Literacy and understanding the world we have been learning about Mary Anning "The Mother of Palaeontology" and how passionate she was about finding dinosaur fossils. We then made our own dinosaur fact files about some of our favourite dinosaurs. In Maths we have been exploring doubling and representing doubles in different ways.

**Year 1:** We have had a busy and exciting week of learning! In RE, we have been learning about the Promise of the Holy Spirit and the Feast of the Ascension. We discussed different Scriptures we have previously studied and explored how the Holy Spirit may have been at work within them. We also looked at a range of images showing how the Holy Spirit has been represented in art and shared our thoughts about their meanings. In English, we have begun learning about diary writing. We have explored the key features of diaries and started to create a story map for a diary entry. In Maths, we have been developing the foundations of multiplication. We have practiced counting in 2s, 5s and 10s, and have enjoyed making arrays to help us understand how multiplication works. Well done, Year 1 – keep up the fantastic learning!

**Year 2:** We have been learning in RE about different ways we can pray, and we have been thinking about which way we like best and how it makes us feel. The children got to draw some images to go with this so they could really show what it meant to them and how they like to communicate with God. In Maths, we have begun our new unit on time, and the children have made a great start. In English, we have been working on our newspaper guided write, and the children have shown fantastic creativity, sharing lots of wonderful ideas. The children have been quite the artists this week as we have started making our tiles, and the children were very imaginative when designing their houses. The children have worked really hard this week—well done, Year 2

## The Week That Was - KS2

**Year 3:** This week in Year 3, we've had some really lovely moments in our learning. In RE, we chatted about Paul's letter to the Corinthians and why it mattered so much to the Early Church, noticing how the Holy Spirit weaves through the Gospels, the Acts of the Apostles and Paul's writing. In Maths, we got hands on with pounds and pence, building our confidence with money before moving on to solving real life problems using addition and subtraction. Our Writing lessons took an exciting turn as we stepped into the world of portal stories — thinking about how favourites like Alice in Wonderland, Narnia and Harry Potter use magical doorways to launch unforgettable adventures, and how we might use similar ideas in our own writing. In RSE and Citizenship, we continued exploring the Early Church, reflecting on what it means to belong to the family of the Church and how this sense of community links to the mystery of the Holy Trinity.

**Year 4:** This week in RE, we learned the difference between a disciple and an apostle and created infographic posters to show our understanding of apostolic succession. During our Celebrate Lens, we planned for the whole school's Marian Procession, thinking about Mary as the Mother of the Church and Queen of Heaven. In Computing, we explored how to change the composition of a photo by editing colours and adjusting visual elements. In English, we wrote our very own High Ashurst diaries and even published them into a class memory book. In Geography, we learned about the Mexican volcanoes Popocatepetl and Iztaccíhuatl, and retold the traditional folk story behind their names. We also explored the differences between active, dormant, and extinct.

## The Week That Was - KS2

**Year 5:** This week the class had a visit from Canon Chris to enhance their learning in RE. He discussed Isaiah 11: 2-3 with the children and the meaning of the gifts of the Holy Spirit. The class annotated the scripture based on their discussions with Canon Chris. In English the class started a new unit based on writing a newspaper report. They shared the model text together to understand the features a little more, as well as diving into the SPAG elements needed for that text type. Maths has been based on shapes - looking more closely at parallel lines as well as perpendicular lines too. In Science, the class made a stop motion video to explain their understanding of night and day. The week finished on a high with an amazing performance in their Class Assembly. They worked so hard on learning their lines as well as projecting their voices. Well done to all involved!

**Year 6:** This week in Year 6, our learning has been thoughtful, creative and forward looking. In RE, we explored the different reasons why Christians believe that Jesus was resurrected. The children discussed how belief is a personal choice and reflected on how Christians believe the gift of faith helps to support belief in the Resurrection. In Geography, we turned our attention to the future, considering what jobs might look like in years to come. We then used our imagination to picture how Englefield Green might change and develop in the future.

Our English lessons linked closely to our RE learning as the children wrote newspaper articles about the Resurrection of Jesus. Using Bible scriptures, they imagined what a newspaper report from that time might have said, thinking carefully about language, tone and viewpoint. In RSE, we have been developing important life skills by learning how to spot value for money and begin to budget sensibly.

# British Values

One Minute Terminology Guides

## BRITISH VALUES

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children  
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### What are British values?

**The Department for Education published guidance on promoting British values in 2014 to create and enforce a clear and rigorous expectation on all schools and early years settings to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."**

#### Democracy

Think of democracy as a situation where everyone is treated equally and has equal rights. We support children's personal, social, and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they are going to use the resources you have made accessible to them. Example: Child has filled up a bucket with water and is using a paintbrush which she has been painting the fence with. Does she mind another child dipping in with a brush of his own? No, she allows him dip away and instructs him, in fact, to paint the decking for her- They are taking turns, sharing, collaborating, and making decisions together - Skills that are essential if we are to get on in the adult world.

There is just one cardboard box and two explorers, one wants it for their rocket. Who goes first? What will we each do while we are in the box and out of the box? Now we are negotiating setting rules for how long we can each spend in the box before we must let somebody else

have a turn. Negotiating who will pass over the construction pieces and what is to be done with them exactly. Now we are trusting that our friend, our collaborator, will be fair and stick to the plan.

#### Rule of law

This is about understanding that rules matter, and you have seen this too in PSED - This is about learning to manage our own feelings and behaviour: about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences.

#### The fundamental British values are:

**Democracy:** making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where questions are valued

**Rule of law:** understanding rules matter as in Personal Social and Emotional development for example collaborating with children to create rules and codes of behaviour.

**Individual liberty:** freedom for all, for example reflecting on their differences and understanding we are free to have different opinions.

**Mutual respect and tolerance:** treat others as you want to be treated, for example sharing and respecting others' opinions.

- As a child I have the right to be heard.
- I have the right to learn.
- I have the right to be safe and healthy.
- I have the right to make friends.
- I need to keep myself as well as others safe.
- I need to be kind and listen to others.
- I need to respect others and their differences.

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### **Individual liberty**

The remaining two values are both embedded within PSSED and Understanding the World. For individual liberty we focus on children's self-confidence, self-awareness, people, and communities.

We help children to develop a positive sense of themselves. Every time we provide opportunities for children to gather flowers, mix colours independently for leaf painting or take part in a race we are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. Every time we share a favourite book with a child, splash in rock pools or build an enclosure for our dinosaurs together we are giving children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions.

### **Mutual respect and tolerance**

Finally, mutual respect and tolerance: where we learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour, and form relationships with others. "You push, I pull" - figuring it out together. Naturally, we should have an ethos of inclusivity and tolerance in our settings, where views, faiths, cultures, and races are valued and where we encourage children to engage with their wider community.

It is our job to help children to appreciate and respect their own culture and the culture of others. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures, and traditions; and to share and discuss practices, celebrations, and experiences.

Wherever possible, it is good to share special moments with our children's families. When we see children becoming close friends and we encourage their parents to arrange play dates beyond the setting, we are giving parents and children opportunities to learn the importance of tolerant behaviours such as sharing and respecting other's opinions.

### **Sharing the experience of caring.**

If children see and hear the adults they love respecting other cultures, religions, and values then this will have a significant, positive impact upon their own behaviour and overall development. By being good role models.

This means that for children to truly learn the importance tolerance, they need to be given lots of opportunities to practice tolerance and to challenge stereotypes. For example, through sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What everyday practice do you do in your setting which promotes British Values?

### **The Early Years inspection handbook states: Personal Development: Good:**

Practitioners value and promote equality and diversity and prepare children for life in modern Britain. They do this in an age-appropriate way to help children to reflect on their differences and understand what makes them unique.

Practitioners do this by:

- Teaching children to be respectful and to recognise those who help us, and contribute positively to society;
- Developing children's understanding of fundamental British values;
- Developing children's understanding and appreciation of diversity;
- Celebrating what we have in common;
- Routinely challenging stereotypical behaviours and promoting respect for different people.

## Diary Dates—Summer Term 1

<b>SATS week for Year 6</b>	w/c Monday, 11th May 2026
<b>Themed Lunch—Day at the Seaside</b> <b>(Parents to book direct via SchoolGrid)</b>	Friday, 15th May 2026
<b>Choral Afternoon at St Dunstan's - Choristers only</b>	Wednesday, 20th May 2026
<b>Year 2 Class Assembly</b>	9.00am, Thursday, 21st May 2026
<b>Marion Procession</b>	Friday, 22 May 2026
<b>Half Term</b>	Monday, 25th—Friday, 29th June 2026



## SchoolGrid—School Lunches Reminder

Lunch orders are to be made directly on School Grid. Ideally in advance, but can be up until 8:55am on the day.

**Cancellations are the responsibility of parents and need to be made by 8:55am, otherwise full charges apply.**

Please remember to cancel your school lunch order on the app when informing the school of your child's absence –thank you.



## PTA-Events



### **Ice Lolly Sales after school:**

Friday 15th May – Year 5

Friday 22<sup>nd</sup> May – Year 4

Friday 5<sup>th</sup> June - Year 3

Friday 12<sup>th</sup> June – year2

Friday 19<sup>th</sup> June – Year 1

Friday 26<sup>th</sup> June – Reception

Friday 3<sup>rd</sup> July – Volunteers needed

Friday 10<sup>th</sup> July – Volunteers needed



**Englefield Green village fair – 20<sup>th</sup> June**



## Month of May—Celebrating Our Lady



The Month of May celebrates our Lady, Mary. To recognise Mary as an important person in Jesus' life, we have several traditions that we uphold;

- Rosary prayers. We pray the Rosary every day and children are invited to bring in their own Rosary beads. We do, however, have full class sets and provide these in class. We ask that Rosary beads brought in are labelled and with anything brought into school you understand the risk of it being lost, broken and stolen.
- Break time prayers. Our prayer leaders lead the Rosary group every Friday in the KS1 and KS2 playgrounds. The leaders attend formation training so they are well equipped to be able to confidently lead on these important prayers.
- Flower donations. Each week, different classes bring in flowers for adorn our altar. This brings so much joy and colour to the hall. These can be fresh flowers, potted plants or your Holy Souls bulb that was given out in November. It would be wonderful to see as many spring time bulbs as possible to complete the cycle of new life - the message that was given out with the Holy Souls bulbs.

**Please see the rota below for when to bring flowers in.**

w/c: Tuesday 4th May	EYFS and Year 6	Y3
<b>w/c: Monday 11th May</b>	<b>Y1</b>	<b>Y4</b>
w/c: Monday 18th May	Y2	Y5

## Parish of Weybridge



Download the latest newsletter here:

<https://poegham.wordpress.com/category/newsletters/>

### ASSUMPTION OF OUR LADY – PARISH NEWS ...

We continue to celebrate the resurrection of Jesus and encourage all families to join us (or their nearest church) for the weekend Masses, during this joyful season.

**This weekend** in the parish we look forward to welcoming the First Holy Communion Children and their families to any of the three Masses to look at their next theme and celebrate “Good Shepherd Sunday”. All Masses will be child friendly.

**Monday May 4th** is a bank-holiday and the **Feast of the English Martyrs** who gave their lives for us. Pope Leo has asked all faith communities to set aside a special time of **prayer for “peace in our world”**. We have a special Mass at **10am in the Assumption of our Lady** and encourage all families to attend if they are free.

**Ascension Thursday** is on May 14th. We will hold a special Vigil Mass at 6pm for all families and parishioners. That will be **May 13th – 6pm – Assumption of our Lady**. We hope to be joined by many of our families at this Mass.

I pray for all from the school who will be receiving their **First Holy Communion** this year (**6th and 7th June**). I am greatly looking forward to celebrating with you and will say more about this when I see you this weekend.

This is an exciting term and one when many prepare for their transition to secondary school. I will keep you all in prayer; and ask you to pray for me - especially as “Good Shepherd Sunday” is traditionally a time to pray for vocations and for our priests!

*With my continued good wishes and prayers.*

**Canon Chris**

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# Wake Up Wednesday:

All the National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and well-being, and digital change. Formed by members of National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcoll.edu.com](https://nationalcoll.edu.com).

## What Parents & Educators Need to Know about MINECRAFT



Still the best-selling game of all time, Minecraft is a bastion of creativity and community, with hundreds of millions of players building and crafting in its almost endless world. The popularity of Minecraft among gamers of all ages means it's important to remain informed about the game, including how to play it safely and whether it's suitable for the children in your care. That's why we've created this guide explaining the risks associated with Minecraft and how to ensure a purely enjoyable gaming experience.

### WHAT ARE THE RISKS?

#### SCARY ELEMENTS

While Minecraft can be seen as a kind of 'digital LEGO', certain game modes include creatures accompanied by eerie sound effects. These can be a bit too frightening for some younger players, potentially leading to distressing in-game combat and other encounters – although the combat is quite basic and free from any real depiction of violence.

#### GRIEFING

Some players in Minecraft take pleasure in deliberately damaging or destroying another player's creations. This behaviour, known as 'griefing', is a form of bullying – it intentionally ruins someone else's experience by erasing hours of their work and forcing them to start over. Many paid-to servers regard griefing as a serious offence and often ban those who engage in it.

#### ADDICTIVENESS

Minecraft's focus on creativity means that, as with any creative endeavour, it can be easy to get carried away. If your child is finding it difficult to manage their time because they're drawn in by Minecraft's gamified loop of resource gathering and building elaborate projects, it could have a knock-on effect on their social interactions and schoolwork.

#### PUBLIC SERVERS AND COMMUNICATIONS

With public servers being so easily accessible in Minecraft, it's highly likely that children will end up chatting with strangers through the in-game text chat. Some servers even place an emphasis on social interaction, actively encouraging communication between players. While there's nothing inherently wrong with this, it does carry certain risks. In addition to the concerns around speaking with strangers online, players who host their own servers may have their IP addresses exposed, posing a further security concern.

#### ADDITIONAL PURCHASES

Minecraft is available as a free trial on a variety of devices; however, the full game requires a one-off purchase. After that, players have the option to buy additional cosmetic upgrades or subscribe to Minecraft Realms, which is an entirely optional subscription service that allows users to run their own private server to play with friends. Without proper supervision, younger players may end up making unintended or excessive purchases.

## Advice for Parents & Educators

#### CHOOSE THE RIGHT MODE

Selecting Creative or Peaceful mode allows children to play Minecraft without having to contend with enemies. It's also a great way for you to get used to playing the game with them, since the difficulty level is far lower. This allows you to work together on a long-term project, creating something special without the threat of enemies and creatures attacking you or damaging your building.

#### HOST A PRIVATE SERVER

The easiest way to find a safe server for children to play on is to make one yourself. Hosting a server prevents strangers from finding it, unless they've been given its address and password. A private server also lets you control who's allowed to enter and – if necessary – ban anyone who shouldn't be there. This is the closest equivalent to parental controls in Minecraft; hosting a private server, however, will cost a monthly fee.

#### TALK ABOUT STRANGERS

At some point in their lives, almost everyone will make contact with a stranger online. Talking to children about online safety, therefore, is essential – as is having a plan for dealing with any hostile or difficult people. It's important that a child knows never to tell a stranger about themselves online and that they should come to you straight away if they do encounter a problem.

#### RESEARCH CONTENT CREATORS

Much of Minecraft's early stages can be an exercise in frustration for players who don't know where to start. Thankfully, there's a wealth of material online and in video format to help you learn the basics. Just be mindful that some of this content may not be appropriate for children, so you should consider watching it yourself first.

#### PLAY MINECRAFT WITH YOUR CHILD

As a creative building tool, Minecraft makes it great fun for children to team up and construct vast buildings accompanied by imaginative landscapes, much like working with LEGO or model kits. Playing in a game mode that includes enemies can encourage critical thinking and teamwork; however, you should consider which game mode is appropriate for the child in your care.

#### Meet Our Expert

Joyal Coombes is Gaming Editor at the Daily Star, and has worked in games media for more than 8 years. A long-time gaming enthusiast, he is also a parent and therefore a keen advocate of online safety for children of all ages.



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PTA:

Please continue supporting our fundraising. Lets spread the word!

St Cuthbert's School Association



# Tesco Blue Tokens!



Vote for Our School!

We've been chosen for the **Tesco Stronger Starts Programme!**



Help us to fundraise for the redevelopment of the **KS2 Playground**



Pick up a **BLUE TOKEN** when you shop at **Tesco in EGHAM & STAINES**



Vote for our school in store



Every vote brings us closer to **£1,500!**

Thank you for your support!



**TESCO**

## Flyers:

# SURREY MUSIC HUB

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