



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

Week ending 25th September 2026



Dear All

We are well into the swing of the term now, and our Reception children all did an amazing job of walking into their classroom independently - we are so proud of them!

Y5 had a visitor yesterday who spoke about changes in our local area of Englefield Green. The children were excited to learn more about their surroundings as part of their Geography topic this term.

We held our annual MacMillan Coffee Morning today. Thank you so much to those people who baked treats and also everyone who was able to attend. If you would like to donate, please use the donation link in this newsletter to give anything you can, to a worthy cause.

Please can parents & carers ensure children are not playing on the school playground equipment or playing football at 3:20pm. Once children have been collected, we ask that the premises is vacated as soon as possible. We have after school clubs running and need to ensure the front gates are locked in a timely manner.

A reminder that we have an INSET day next Friday 2nd October so the children will not be in school.

Through a modern-day parable about two characters whose words do not match their actions, this coming week the children will learn that what we do is more important than what we say we will do. There will be an opportunity for reflection on how far children's own words and actions mirror those of Jesus.

'Which of the two did the will of his father?'

Matthew 21:31

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**

Sebastian in Reception for explaining his ideas so clearly when answering questions.

Reessa in Year 1 for being so articulate during a maths lesson by using a stem sentence.

Jessica in Year 2 for using her initiative in class getting on with her work and articulating her ideas well.

Connie in Year 3 for consistently showing resilience and a positive attitude towards her learning.

Harrison in Year 4 for being respectful at all times and for trying so hard this week to improve his handwriting.

Imogen in Year 5 for being articulate in English lessons when providing contributions to our guided write.

Adrians in Year 6 for having a positive attitude towards his learning and for completing an amazing research poster board all about the Amazon Rainforest at home!



The Week That Was - KS1

EYFS: This week in Reception, in RE the children enjoyed exploring Scripture from the Book of Genesis 1, learning that God made us to love Him and each other, and that our families are a special gift from God. They created their own Sign of the Cross sticks and drew beautiful family portraits to celebrate this message. Our book focus was The Colour Monster, where the children mapped the story and talked about different feelings linked to colours, building confidence in expressing emotions. In maths, we practised counting to 5 through a joyful teddy bears' party, complete with 5 hats, 5 bags and a lively game of pass the parcel, where each layer revealed an action such as jumping 4 times or clapping 5 times. This supported number understanding as well as turn-taking and communication. In Understanding the World, the children put their historian hats back on, comparing pictures from the past and present and discussing what has stayed the same and what has changed. It has been a wonderful week of learning, sharing and growing together.

Home Learning:

Key words for The Colour Monster - happy, sad, angry, scared, calm, jar

QR codes for this week's Read Write Inc. sounds:

i



p



g



n



o



The Week That Was - KS1

Year 1: Another busy week in year 1! In RE we have been learning how we can notice and appreciate God's wonderful world around us. We explored how we can use our five senses to experience and enjoy the world God has created. In Science, we have begun learning about different materials. The children have been exploring how we can describe materials by looking closely at their properties, using words such as hard, soft, smooth, rough, flexible and shiny. In Maths we are beginning to explore part-whole models, helping us to understand how a whole number can be made up of different parts. In Art the children have been busy creating geometric patterns and experimenting with a range of materials to produce their own interesting designs. In Computing we have continued to explore a paint program by investigating its different tools and features. The children have really enjoyed experimenting with the program and using their creativity to produce their own digital artwork.

Well done, Year 1, for another fantastic week of learning!

Year 2: Year 2 learnt about Laudato Si and how we can care for our planet. We discussed lots of ideas on what the children could do to protect our planet. We have been starting to plan our big writes in English this week about how to make a pizza and the children worked so hard. In Maths we have been counting in 2s, 5s, 10s and 3s which the children loved singing songs to learn them. We have been weather reporters this week keeping track of the weather to see what changes over the week. We also drew teddy bears in Art and the children were so good at drawing such detail in their drawings. Year 2 worked so hard this week, keep up the good work!

The Week That Was - KS2

Year 3: This week in Year 3, we have been busy building on our learning across the curriculum! In RE, we read *The Invisible Boy* and thought carefully about how Human Dignity is shown through the way Brian is treated by others. We then made connections between the Creation Story, Imago Dei, meaning that we are made in the image of God, and our responsibility to recognise the value and dignity of every person. In Maths, we completed our Place Value unit and have now moved on to Addition and Subtraction, beginning by recalling and applying our number bonds to 10, 50 and 100. In Computing, we explored what makes a device digital and how input, process and output work together, before getting creative and designing our own digital devices by combining different components such as a mouse, microphone, speaker and monitor. Finally, in Science, we became investigators around our school, identifying materials that were opaque, transparent and translucent, before using our findings to decide which materials would be most suitable for creating our very own shadow puppets.

Year 4: This has been another wonderful week of learning in Year 4! In English, we enjoyed writing our very own adventure stories, while in Maths we have been exploring place value and practising how to compare numbers. Our Geography work took us across the globe as we compared cities in North and South America, and in Computing we found out all about the different elements that make up a website. In Science, we investigated how water particles change when moving between solid ice and liquid water, plus what factors affect these changes, and in RE we continued our learning about God's call to Abraham and the start of his journey with God. We even got creative in Art, becoming sculptors and designing our very own carvings using bars of soap - they turned out fantastic! Well done to all the children for such great effort this week.

The Week That Was - KS2

Year 5: In Year Five this week, the children looked at the Ten Commandments and what they mean to Christians in a modern day society. In English, we had fun writing a guided write altogether. The class wrote a formal letter based on our Guided Reading book, 'Rooftoppers'. In Maths, the class finished the unit on place value with some tricky rounding and moved onto the unit around addition and subtraction. Art was a messy lesson where the children allowed their creative energy to flow and created a background for their poem portrait.

Year 5 Home Learning: TTRS 3x per week, reading out loud 3x per week, SPAG.com - a quiz has been set, Maths sheet based on rounding, Art - research Chila Kumari Burman. The children will be presenting this in Art so please do make sure your child has something they are able to share with their group.

Year 6: Year 6 have had a busy week of learning this week! They have studied the Sacrament of Baptism in RE and designed their own information leaflet for parents / carers who are deciding whether or not to Baptise their child. They identified how water is a key symbol of Baptism, which is also featured many times in different Biblical stories, such as Noah's flood and Moses' Parting of the Red Sea. In Maths, they have identified common factors and multiples, and also practised how to add and subtract large numbers using the column method. In English, they have written fantastic non-chronological reports about their chosen Amazonian animal and have used lots of our writing steps to success, such as fronted adverbials, the power of 3, relative clauses and generalisers. In Geography, they studied an Amazonian city called Manaus and researched what life is like there, and they took part in several exercises and challenges in order to improve their fitness in PE. Well done for the fantastic perseverance and resilience you have demonstrated this week, Year 6!

Diary Dates—Autumn Term 1

Themed Lunch Day—"Space Day"—Parents to order lunch via School Grid as normal Thursday, 1st October 2026

CENSUS Day— Please can all children attend school and be counted! Thursday, 1st October 2026

INSET Day—no children in school (please do not book Breakfast / After School club) Friday, 2nd October 2026

Sports Crew Training — Selected Year 5 children only Monday, 5th October 2026

Online Parents' Evening Wednesday, 7th October 2026

Online Parents' Evening Thursday, 8th October 2026

Year 6—PGL Residential Monday, 12th October—Friday 16th October 2026

Drama Workshops—Years R, 1 and 2 (in school) Monday, 12th October 2026

School Photographs (individual and sibling) Monday, 19th October 2026

Half Term Friday, 23rd October— Monday, 2nd November 2026 (7 school days off)

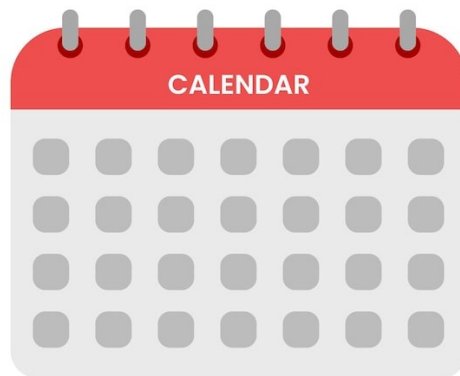
Second half of Autumn Term starts Tuesday, 3rd November 2026



Future Diary Dates

If you wish to plan even further ahead than this current school year please subscribe to our school calendar on our website.

<https://www.stcuthberts.surrey.sch.uk/calendar/?calid=1&pid=10&viewid=1>



Macmillan Coffee Morning

Thank you to everyone who joined us this morning.

A special mention to our wonderful bakers for all of their delicious cakes.

Every donation really does make a big difference in helping this worthy cause.

If you would still like to donate, you can do so by following this link - [Donate - Donation amount - JustGiving](#)



General School Reminders:

- **Morning drop off** = 8:40am—8:50am. Any children who arrive after 8:50am, must sign in via the office and will receive a late registration mark.
- **Afternoon collection** = 3:20pm. Please ensure children are collected promptly. Any children not collected by 3:30pm will be placed into after school club and full charges will apply.
- We are a nut & sesame free school. Please ensure all packed lunch items are free of these ingredients.
- Snacks should be fresh fruit or vegetables only.
- Parents are responsible for booking Breakfast & After School Club via Sco-pay. If you require an on the day booking, please call the school office.
- If you wish to cancel a booking for Breakfast or After School Club, this must be done by midnight the night before otherwise full charges apply. This is parental responsibility, the office will not cancel any bookings.
- School lunches should be booked via School Grid. If your child is off school poorly, parents must cancel lunches before 8am to avoid charges (junior lunches only).



Attendance Information from Surrey County Council:

Reminder to parents/carers - if they take their children out of school without authority for 5 or more days (which do not have to be consecutive), then the following will apply:

1. If you have not incurred a penalty notice relating to this child/children in a rolling 3 year period since 19 August 2024, then the penalty notice will be charged at the rate of £160.00, **per parent/carer per child**, if paid within 28 days. This will be reduced to £80.00 if paid within 21 days of receipt of the notice. Failure to pay the Penalty Notice will result in Surrey County Council considering legal proceedings against you in the Magistrates Court.
2. If you have incurred a penalty notice relating to this child/children since 19 August 2024, the rolling 3 year period will be activated from the date of the first penalty notice and the second penalty notice will be charged at the flat rate of £160.00, **per parent/carer per child**, if paid within 28 days. There will be no reduction for payment within 21 days. Failure to pay the Penalty Notice will result in Surrey County Council considering legal proceedings against you in the Magistrates Court.
3. If you have incurred 2 penalty notices relating to this child/children in the rolling 3 year period since the first penalty notice was issued, then you will NOT receive a third penalty notice – Surrey County Council will have no option but to consider a prosecution, **per parent/carer per child**, in the Magistrates Court under s 444 Education Act 1996.

Surrey County Council is not responsible for authorising pupil absence and therefore cannot withdraw any Penalty Notice requests without the written permission of the Headteacher.



Attendance:

We encourage all families to follow the NHS guidance on when to keep your child off school <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>



UK Health
Security
Agency



Should I keep my child off school?

Yes

Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.

School Grid—Themed Lunch Day

Please order via School Grid as normal.

The graphic features a dark blue space background with white stars. At the top, a green-outlined speech bubble contains the text 'Space Day' in large red letters and '1st October' in smaller dark blue letters. To the left of the text is a blueberry with a star on its stem and a white orbital ring. To the right is an orange with a white orbital ring. Below the speech bubble, a white rounded rectangle contains the menu details in bold dark blue text, with 'Or' and 'Followed By' in red text.

Space Day
1st October

Space Ranger Pork Sausages
(in a beef casing)

Or

Veggie Voyager
Meat-Free Sausages

Served With
Crispy Chips, Baked Beans
& Tomato Sauce

Followed By
Moon Crater Waffles
& Chocolate Sauce

Xavier CET Creative Inclusion Challenge



CREATIVE INCLUSION CHALLENGE

WE ARE, WE BELONG



The "We are, We Belong" Creative Inclusion Challenge is a Xavier wide competition designed to encourage our young people to explore themes of equality, diversity, inclusion and belonging, through creative expression.

STUDENTS ARE INVITED TO PRODUCE ORIGINAL WORK THAT REFLECTS:



Respect
for others



Understanding
of different
identities and
experiences



Inclusion
within school
and society



Positive change
and student
voice

The competition promotes creativity, empathy, critical thinking, and community engagement while supporting personal development.

STUDENTS SHOULD CREATIVELY EXPLORE:

- ✓ What makes people feel included
- ✓ Celebrating differences
- ✓ Building on our inclusive schools and communities
- ✓ Advocacy and kindness
- ✓ Representation and identity

EXAMPLE COMPETITION BRIEF FOR STUDENTS

YOUR CHALLENGE

Create a piece of work that answers this question:

"What does belonging mean to you?"

You can use any creative format to:

- Share experiences
- Raise awareness
- Inspire change
- Celebrate identity
- Promote inclusion

Your work should encourage others to think differently and help create a more welcoming school community.

SUBMIT YOUR
ENTRY BY
**MONDAY
5TH OCTOBER**

"We Are, We Belong" invites students to use creativity to celebrate diversity, inspire inclusion.

Whether through art, film, poetry, music, or campaigning, every student has a voice that can help build a more welcoming and respectful school community.

COMPETITION CATEGORIES



ART & DESIGN

- Posters
- Paintings
- Digital artwork
- Photography



FILM & MEDIA

- Short films
- Social media campaigns
- Podcasts
- Animation
- Video essays



WRITING & SPOKEN WORD

- Poetry
- Short stories
- Speeches
- Articles
- Radio plays



PERFORMANCE

- Dance
- Drama
- Music
- Monologues



INNOVATION & CAMPAIGNING

ALL SCHOOL
YEARS WELCOME
TO ENTER



PRIMARY
Years 1-6



JUNIOR
Years 7-9



SENIOR
Years 10-13

Xavier CET Creative Inclusion Challenge



One of the great strengths of our Xavier family is the sense of welcome, care, and community that exists across our schools. At Xavier, we believe that every person is loved by God, created with dignity and purpose, and called to flourish. We want our schools to be places where every child and adult feels known, valued, and supported.

With this in mind, we are pleased to share the details of our Trust-wide **"We Are, We Belong" Creative Inclusion Challenge**, developed by our primary and secondary colleagues in our Belonging network. The competition invites children and young people to creatively explore the question:

"We are, We Belong"

Students are invited to produce original work that reflects:

- Respect for others
- Understanding of different identities and experiences
- Inclusion within school and society
- Positive change and student voice

Xavier CET Creative Inclusion Challenge

The competition promotes creativity, empathy, critical thinking, and community engagement while supporting personal development.

Students should creatively explore:

- What makes people feel included or excluded
- Celebrating differences
- Building on our inclusive schools and communities
- Advocacy and kindness
- Representation and identity

Example Competition Brief for Students: Your Challenge

Create a piece of work that answers this question:

“What does belonging mean to you?”

You can use any creative format to:

- Share experiences
- Raise awareness
- Inspire change
- Celebrate identity
- Promote inclusion

“We Are, We Belong” invites students to use creativity to celebrate diversity, inspire inclusion. Whether through art, film, poetry, music, or campaigning, every student has a voice that can help build a more welcoming and respectful school community.

Art & Design	Posters	Paintings	Digital Artwork	Film & Media
Podcasts	Animation	Video essays	Writing & Spoken Word	Poetry
Short stories	Speeches	Articles	Rap / spoken word	Drama
Innovation and Campaigning	Performance	Monologue	Music	Dance

Xavier CET Creative Inclusion Challenge

Entry Rules:

- Entries must be appropriate for a school audience
- AI-generated work must be declared if used
- All primary schools can submit their school finalist winner x 1 entry

Submission deadline 2nd October 2026

Please hand your entries into the School Office

Parish of Weybridge:



Download the latest newsletter here:

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

FR CHRIS

Fr Chris is away on pilgrimage 25th September to 3rd October. We are very grateful to Fr Peter Andrews who will be providing supply.

SCHOOL SIF FORM SIGNING

Fr Chris will be available to sign school SIF forms in the parish office (in the Jurgens Centre) for **secondary admissions only** at this stage:

Thurs 15th Oct 4.30 – 5.00pm

Tues 20th Oct 7.00 – 7:30pm

Sat 24th Oct 11:15 – 11:45am

He will be on a course just before the deadline for applications **27th – 29th October**, so please mark a slot in your diary now, and just turn up (no prior booking). If needs be, he will of course stay on beyond the times given.

ANNUAL MASS COUNT

Currently we are taking the annual Mass Count at Saturday evening and Sunday Masses. We count weekly anyway, but these four are officially recorded and used for diocesan planning. Let us pray for a strong attendance.

The Catholic Diocese of Arundel & Brighton |
01784 434280 |
chris.spain@abdiocese.org.uk | www.abdiocese.org.uk

PTA:



CALENDAR OF EVENTS

AUTUMN 2026

**9TH
SEP**

AGM

7PM IN THE SCHOOL HALL



**2ND
OCT**

INSET DAY FUN!

(TBC-WATCH THIS SPACE!)

**22ND
NOV**

CHRISTMAS FAIR

12-3PM IN THE SCHOOL

**1ST
DEC**

WINDSOR PANTO

7PM MORE DETAILS SOON!



**ST CUTHBERT'S SCHOOL
ASSOCIATION**



Wake Up Wednesday

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to have an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so entrails young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK, and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that causes harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area of home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Samra-Azmi is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



Sources: <https://www.bbc.com/news/technology-55500000>
<https://www.nationalonlinesafety.com/the-physical-mental-and-emotional>



National
Online
Safety®

#WakeUpWednesday



www.nationalonlinesafety.com



@natonlinesafety



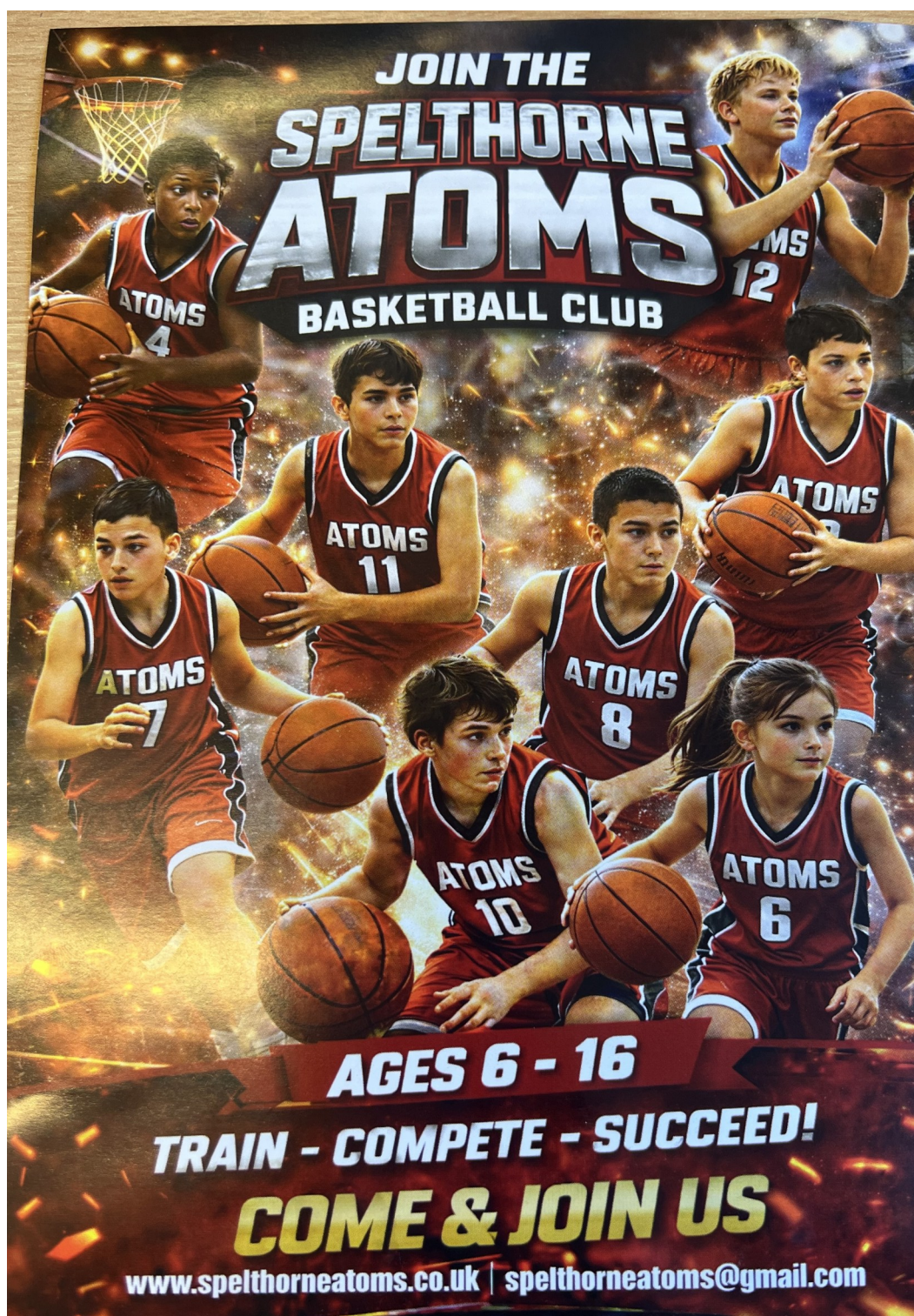
/NationalOnlineSafety



@nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 30.11.2022

Flyers:



Location : ACS Egham

Time: Saturday mornings 9am to 10:30am

Flyers:

fun palaces



Knitting
Mini comic books

Chess

Rhymetime

Crafts

Miniature Gardens

Junk Modelling

Sewing

Board Games

Plant a Seed

Crochet

Lego

Saturday 3rd October
Egham Library 10am-2pm

FREE workshops, crafts and activities
with talented locals from the community

Find out more:
egham.library@surreycc.gov.uk



#funpalaces
funpalaces.co.uk

SHARING SKILLS
CONNECTING COMMUNITIES
CREATING TINY REVOLUTIONS

Flyers:

October Holiday Activities

Bat Attack!

Tuesday 27th Oct

11am-12pm or 2-3pm

Ages 5-12, £4.00

Get ready for Halloween by making this 3-D flappy bat to hang up!

Frankenstein Heads

Thursday 29th Oct

11am-12pm or 2-3pm

Ages 5-12, £4.00

Turn a small box into a monster Frankenstein head to decorate your house!

BOOKING IS ESSENTIAL

<https://www.zeffy.com/en-GB/organizations/friends-of-chertsey-museum>

Or phone: 01932 565 764

All 5 year olds must be accompanied.



www.chertseymuseum.org/events
Call 01932 565764 to book your place

