



Shurdington C of E Primary School

Be the **BEST** we can be, through love.

Believe Enjoy Succeed Together

Summer Term Newsletter - 24.04.2026

Dates For The Diary

WC 11.05.26 Y6 SATs

17.07.26 Last day of Term/6 **2:15 Finish**

13.05.26 NO AFTER SCHOOL CLUB Staff training

22.05.26 Last day of Term 5

01.06.26 First day of Term 6

08.06.26 Apple Class Trip to Farm Park

10.06.26 NO AFTER SCHOOL CLUB Staff training

11.06.26 Sports Activity Day (no parents)

19.06.26 Sports Day (TBC) Parents invited

10.07.26 Summer Fete

Picking up from clubs

As explained in the club letter, our gates to the playground and field will be locked from 15:25. A member of staff will then unlock the **back gate** (Lambert Gardens/Greenway Close gate) at the end of clubs to allow you to pick up your children at 16:15. Therefore, all parents/carers will need to enter and exit through this back gate after clubs.

Please only sign children up if they can attend for the duration of the club as we cannot offer part sessions for after school clubs. Parents watching matches on the school field (e.g. a rugby fixture) or needing to pick their child up in an emergency will need to ring the doorbell for After School Club (ASC) which is on the Y1 gate or, if ASC are on the field, use the field gate by the kitchen/bins.

Book Fair

A huge thank you to everyone that supported our book fair. We have almost £250 to spend on new books for the school.

Visit our [website](#) to find out more about our school and your childrens learning.

Recently updated pages include:

- Y3 and Y5 Feet First pictures as well as the Y5 Dance video and Experience Lent pictures in the [Gallery section](#)

"Love God and Love your neighbour as you love yourself" Matthew 22:37 and 39

Merits

- Apple - Amarah for fantastic retelling of the story of Jack and the beanstalk.
Cameron for sharing his super knowledge of 3D shapes.
- Willow - Rosie W for your growing confidence in everything. It is wonderful seeing you challenge yourself so much!
Esme for your beautiful reading. All Willow adults love listening to your reading and expression.
- Acer - Ted D for sharing his excellent knowledge about our world and the latest space mission.
Alfie J for recalling his knowledge about space travel and using the correct vocabulary when describing what has happened during this mission.
Ivy for wonderful attitude to her work and being inspired to learn and complete each challenge to the best of her ability.
- Sycamore - Jacob for using mistakes as stepping stones to success and showing a brilliant learning attitude.
Eliot for proudly sharing his Ancient Egypt knowledge and being a fantastic young historian.
- Cherry - Alaya for making an impressive effort during our Maths work on fractions and decimals. Well done!
Luke for his contributions in class discussion. It is wonderful to see his confidence growing and hear his opinions in class.
- Elder - Jessica for working hard to examine Bible verses in RE to explain how Christians have hope.
Martha for working hard to revise and edit her writing, which is one of her writing targets.
- Eucalyptus - Alex for his super effort to improve his ability to tackle reasoning problems in Maths. He is working so hard at the moment.
Ezra for his consistent excellent effort in all sessions. He is listening and working well.

Good Citizens

- Apple - Chase for showing such kindness to your friends, especially when they are hurt.
Archie for being a super role model to his friends, you listen well and always try your best.
- Willow - Winnie for being such a role model in school for following the 3Bs. We are lucky to have you in Willow class!
- Acer - Alfie R for being a star in Acer class always being ready to help Miss Mason.
- Sycamore - Oli for noticing when someone needed help and supporting them in a gentle, considerate way.
- Cherry - Rory for simply being Rory: funny, cheeky, energetic and entertaining! He brings laughter and smiles to Cherry Class, he is truly unique!
- Elder - Ollie Y for settling in well to our Shurdington family and always following our 3Bs.
- Eucalyptus - George for his enthusiasm for learning and how he is helping and supporting his working partner in class. Well Done.

Dinner Menu Wk Comm 27/04/26

A	Summer Pizza with New Potatoes	Meatballs with Spaghetti	Roast Pork	Greek Chicken Pitta with Rice	Fish Fingers & Chips
B	Tomato Pasta Bake	Vegan Burger with Wedges	Vegetable Loaf	Vegan Bolognese	Cheese & Bean Pasty & Chips
C	Jacket Potato with Filling available daily				

Dinner Menu Wk Comm 04/05/26

A	Tomato Pasta	Sausage Roll & Wedges	Roast Chicken	Spaghetti Bolognese	Fish Fingers & Chips
B	Cheese & Pepper Whirl with Rice	Soya Mince Pasta Bake	Vegan Sausage with Roast Potatoes	Coconut Curry & Rice	Cheesy Broccoli Frittata & Chips
C	Jacket Potato with Filling available daily				

Sensory Needs and Behaviours: Strategies for Everyday Success

When: 6th of May at 1pm

Duration: Approximately 60 minutes



All children make sense of the world through their senses. For many, this happens fairly smoothly - they might notice when a place feels crowded or noisy, or when a piece of clothing feels a bit scratchy, but they can still join in and enjoy what's happening around them.

For other children, the sensory information coming in can feel confusing, overwhelming, unpredictable, or even painful. Their sensory experiences are often much more intense which can lead to meltdowns, aggression, lack of concentration or what looks like defiance when in reality they are struggling to cope. If this sounds like your child and you'd like to find out more about how senses can impact behaviour, emotions and learning, our next webinar is the right place for you. This webinar will help you understand another piece of the puzzle that contributes to your child's behaviour and give you practical tools to use straight away.

To help you answer these questions, our next session will be focusing on:

- The different sensory systems and how they shape your child's daily experiences
- Sensory seeking and sensory avoidant behaviours - what they look like and why they happen
- The difference between sensory needs and preferences and why this distinction matters
- Everyday, realistic strategies to support regulation, reduce overwhelm, and help your child feel safe, supported and able to enjoy activities.

This webinar will be delivered by Marijana Filipovic-Carter, Head of Family Support and Sensory Needs Practitioner from Move-More. You'll leave with a clearer understanding of your child's sensory world and a toolkit of simple, effective approaches you can use at home, in school, and out in the community.

How do you sign up for the online session?

To register for this online session, please follow this link:

[Webinar: Sensory Needs and Behaviour](#)

It will take you to our website where you will be asked to answer a few simple questions. We would encourage you to register even though you might not be able to attend the session live, as all registered participants will receive a recording of the session to watch in their own time.

I've signed up: what happens next?

Once you complete our short registration form, you will be registered for the online session. You will automatically receive an invitation for the zoom session. If you don't hear from us by the 27th of April, don't hesitate to contact Marijana on marijana@move-more.org. Please make sure you check your junk/spam folders.



schoolsfootball

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ENGLAND **V** WALES

**U18 SCHOOLBOYS &
U15 SCHOOLGIRLS**

23/05/2026



**HOSTED AT:
CIRENCESTER
TOWN FC**



**TICKET COST:
£12 PER ADULT
£8 PER CHILD**

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What Parents & Educators Need to Know about IMAGE-ALTERING FILTERS

WHAT ARE THE RISKS?

ALTERED BEAUTY STANDARDS

Many 'beauty' filters smooth skin, reshape facial features, or adjust body proportions. Over time, repeated exposure to these filters can shift a child's idea of what is 'normal' or attractive, creating unrealistic expectations about their own and others' appearances.

PRESSURE TO LOOK PERFECT

Filtered images can often attract more 'likes' and positive comments. This can encourage children and young people to rely on editing tools to gain others' approval, rather than feeling confident in their natural appearance.

LOW SELF-ESTEEM

Regularly viewing heavily filtered content can lead to comparisons with unrealistic images. This is linked to body dissatisfaction and reduced self-esteem, particularly among children and teenagers.

HIDDEN ADVERTISING

Some filters are linked to beauty products or trends, subtly promoting third-party brands. Children and young people may not recognise this as advertising, while also sharing personal data – such as facial images and usage habits – with apps and third parties.

BLURRED REALITY

As filters become more advanced and natural-looking, it can be difficult for children and young people to distinguish edited content from real life, especially when filters are used in everyday photos and videos.

SEXUALISED EDITS

Certain tools can make users appear older or more sexualised. This may attract unwanted attention, increase the risk of images being shared without consent, and expose young people to unsafe interactions.

Advice for Parents & Educators

START OPEN CONVERSATIONS

Talk regularly about filters, such as how they work and why people use them. Ask the children and young people in your care how filtered images make them feel and encourage honest discussion without judgement.

REINFORCE WHAT'S REAL

Help children and young people understand that filtered images are digitally altered and are not an accurate reflection of real life. Emphasise that they don't need to meet these artificial standards.

CHALLENGE 'PERFECT' POSTS

When viewing content together, gently point out the signs of editing, filters, or posing techniques. This builds critical thinking and helps children and young people question unrealistic images.

PROMOTE OFFLINE CONFIDENCE

Encourage activities that build self-worth beyond appearance, such as sports, hobbies, friendships, and creative interests, so that confidence isn't tied solely to online validation.

Meet Our Expert

Parven Kaur is a digital parenting expert and founder of Kids N Clicks, a platform dedicated to helping parents navigate the online world alongside their children. She is an expert contributor for Internet Matters, offering practical guidance on emerging online safety issues. Her insights have been featured by the BBC, The Telegraph, TalkTV, and other major media outlets, supporting families across the UK.



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What Parents & Educators Need to Know about APP & PLAY STORES

WHAT ARE THE RISKS?

Since the introduction of Apple's App Store and Google's Play Store, an estimated two million apps have been made available on each. Ofcom's 2025 media use and attitudes report states that more than half of children aged between 3 and 7 use apps or sites to communicate with each other, and, by the ages of 10 to 12, 45% of children are playing games on their mobile phones. This guide will help you ensure that children use the app stores and their content safely.

MALICIOUS APPS WITH MALWARE

Although Google and Apple must approve the apps on their official stores, inappropriate content sometimes slips through the net. For example, in 2025, the security company Kaspersky found that multiple iOS and Android apps contained screen-reading software, primed to look for passwords and stealing crypto-wallet recovery phrases captured in screenshots.

UNOFFICIAL COPYCAT APPS

Both official app stores contain copycat apps – often games – designed to look like popular rivals, mimicking their branding, layout and logos. While these will usually just offer a poor experience packed with ads as a quick money-making exercise, they're also more likely to be vessels for malware than the products they're counterfeiting.

INAPPROPRIATE CONTENT

As the App Store and Play Store are for all ages, there's a lot of content available that's inappropriate for children. Examples include apps that have references to alcohol, drugs, sex, violence or gambling. In general, these are sensibly age-rated, but social media sites such as YouTube and TikTok, which both have an App Store age rating of 12+, can be gateways to adult material.

PREDATORY IN-APP PURCHASES

App-making is a business, and most creators have found that 'freemium' software is the way to make money. That means the app will be free initially but will either require the user to watch ads or rely on them making in-app purchases. Some 'free' apps can be predatory, and there are plenty of examples reported where parents have racked up huge bills on behalf of their children's app activity.

ADDICTIVE BY DESIGN

Phone addiction is fast becoming recognised as a real concern, and apps are a big part of this. Freemium apps have a real incentive to keep children checking in every day in order to generate more ad views or secure extra in-app purchases. This can interfere with schoolwork and other offline hobbies.

SIDLOADED BANNED APPS

'Sideloading' – the more complicated practice of installing applications on a device from sources other than the official app stores – bypasses Google's and Apple's security procedures; however, it is possible for tech-savvy users. This opens up huge risks – not just apps that would be forbidden by Apple and Google, but pirate ones packed with malware too.

Advice for Parents & Educators

ACTIVATE PARENTAL CONTROLS FOR APPS

Both Google and Apple have apps that can give adults greater control over children's phone activity. 'Screen Time' (iPhone) and 'Family Link' (Android) have a range of features, such as letting you set age-related restrictions on the app stores, require permission to download an app, set daily time limits on specific apps, and control real-world spending.

DO YOUR RESEARCH

If children ask permission to download an app, do your due diligence and research it. Read the app summary and search the internet for reviews and discussions to establish its legitimacy, safety and appropriateness – if it doesn't seem to be appropriate, look for safer alternatives instead.

LOOK BEYOND THE REVIEWS

App store reviews are helpful, but they are easily gamed, and some unscrupulous developers will pay for quick reviews to give their work perceived legitimacy. Take more than a cursory glance at listings by digging out the one- and two-star reviews and looking closely at the developer – for example, if they've published a lot of unrelated apps, that's a red flag.

TALK TO YOUR CHILD

Talk to children and make sure they're aware that apps can be risky. As part of a wider talk about internet literacy, ensure they don't download apps outside of the official channels, nor grant apps permission to access their camera, microphone, or photos without a good reason. Make sure they understand that in-game currency costs real-world money.

Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, The Telegraph, The Evening Standard, The Guardian and The New Statesman.



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